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## **The Bates Student - volume 126 number 12 - January 24, 1997**

Bates College

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# THE BATES STUDENT

January 24, 1997

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## Gen-ed debated at forum

by Keri Fox

At 4 pm on Tuesday, Carnegie Room 203 was approximately three-quarters filled and everybody was awake, which (as several audience members commented) is more than one can say for some of the nine a.m. science courses held there.

What riveted everyone's attention was the proposed Educational Policy Committee's Proposed General Education Requirements. Ten of the thirteen committee members were present. Absent was Dean of the Faculty Martha

*"We worked hard, we have a proposal, we do not feel an absolute ownership of this."*

-Anne Scott,  
EPC assistant chair

Crunkleton, who is also Chair of the EPC.

The purpose of the Open Forum was to answer student questions about the proposed legislation and to listen, and hopefully actively respond, to student input.

The responsiveness of the Committee was the subject of the first question addressed to committee Members. The primary question on people's minds was, "To what extent is our input going to be used?" asked Nate Orenstein '97.

"We worked hard, we have a proposal, we do not feel an

Continued on Page 4

## Charlayne Hunter-Gault speaks

The renowned civil rights leader and journalist stresses global community, family values

by Jennifer Peterson

On Monday morning, a number of Bates students, faculty, and staff were brought, singing and clapping, to their feet. They gathered in Alumni Gym to honor the memory of Dr. Martin Luther King and to listen to the words of Charlayne Hunter-Gault, who delivered the keynote speech of the College's Martin Luther King Day celebration.

Ms. Hunter-Gault, an Emmy and Peabody-award winning journalist, was also the first African-American woman to attend the University of Georgia. She used the example of her own historical role in the Civil Rights Movement and her personal and professional achievements in the field of broadcast journalism to evoke the spirit of Dr. King.

The speaker first recalled the moment when she was able to speak with Dr. King. As a nineteen year old, Hunter-Gault met with the civil rights leader, who expressed his pride at her decision to remain in the University of Georgia despite two years of harassment and ostracism.

Dr. King, Hunter-Gault remembered, told her that "what freedom was all about was what we were doing... freedom to

choose where we wanted to be educated, freedom to choose where we wanted to eat, what we wanted to do with our lives... but fundamentally, how important education was to all of that."

The experience of meeting Dr. King, coupled with her own role in the Civil Rights Movement, enabled Ms. Hunter-Gault to be a strong proponent of Dr. King's

message, that "in order to have peace you have to have justice."

Through her childhood, the journalist was also a part of what Dr. King found to be most important: strong connections with the family.

"Family values are what Martin Luther King brought to the leadership of the civil rights

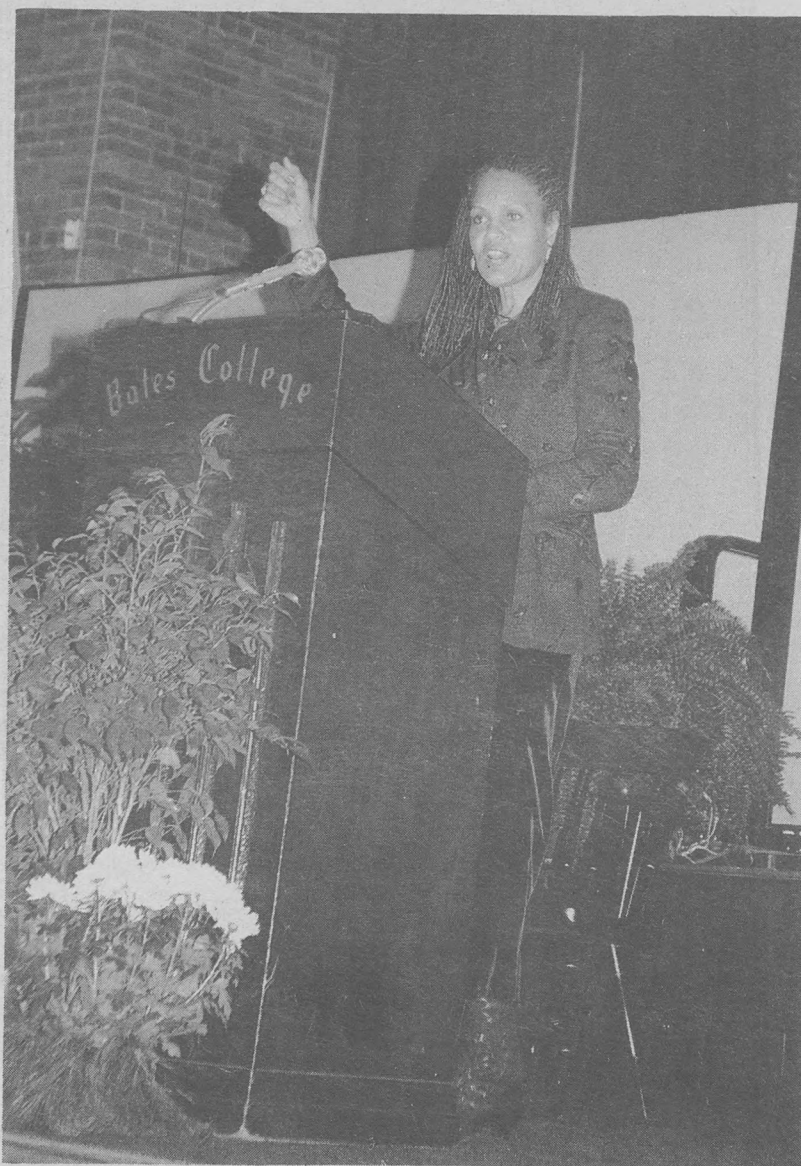
*"what freedom was all about was what we were doing... freedom to choose where we wanted to be educated, freedom to choose where we wanted to eat, what we wanted to do with our lives."*

-Charlayne Hunter-Gault

movement," she said.

It was in Ms. Hunter-Gault's formative years that her ambition was fostered by "the village" that raised her. The encouragement that she received in these early years gave her the strength to fight the racial boundaries that existed in the Georgia state university system and the strength to succeed as a journalist.

Ms. Hunter-Gault's address and concert was the highlight of the events planned by the College. The orchestra and the choir participated in emanating Ms.



Charlayne Hunter-Gault galvanized Alumni. Amanda Hinnant photo.

Hunter-Gault's principle theme: the need for Americans to reject attitudes of cultural isolation and to instead become a part of the emerging global community.

The address followed several events, including a concert on Sunday by the Bullock Brothers of Boston and an early Monday morning gathering in Chase Hall Lounge with music, video, and audio selections of Martin Luther King, Jr.

Several afternoon work-

shops focused on themes such as the Million Man March, reflections on Martin Luther King, the history of the civil rights movement, and interpretations on the present state of race, class, and equality in the United States. These workshops, which focused on contemporary issues, extended Dr. King's message across the decades.

As King said, "the moral arc of the universe is long but it bends toward justice."

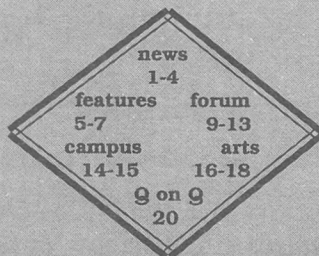
## The Inside Track

### Educational Policy: the students' view

Much has been written, rumored, and speculated about the new General Education requirement recommendations. The students who have served on the E.P.C. discuss their role in the process, and discuss the extent to which student input has influenced the current proposal.

Part one of a three-part series on these enormously influential proposals.

Turn to News... on Page 2.



### No, we still don't have a sports editor...

...and we're taking it out on you, the consumer. Josh Myles, our intrepid Managing Editor, treads into the weird and wonderful world of sports. Swimming, track, and basketball... all worked into one article (yes, only one). PLEASE: APPLY TO BE SPORTS EDITOR NOW!!!

Turn to Features (yes, features)... on Page 19.



Friday: Super Bowl approacheth. Feel the fever. Go, Packers, Go! Feel the excitement. Win, Patriots, Win! Eat nachos, drink beer, be merry.  
Saturday and Sunday: Same.

# News

Friday, January 24, 1997

## Table of Contents

Volume 125 January 24, 1997 Issue 12

In this week's NEWS section explore the new General Education requirements, as we report on Tuesday's informational forum and discuss students' input into the process.

Also, Charlayne Hunter-Gault spoke at Alumni Gym as the keynote speaker at Bates' Martin Luther King Jr. celebration.

And learn about the new rehearsal space at Wallace School, and about the R.A.'s plans for the new year.

*Features, aka Wal-Mart:* Paragon of American virtues, or just a great place to pick up some cotton candy? Kathy Lee knows....

And, as always... the horoscope.

*Around Campus:* Peer into the strange world of squirrels, mutant puddle-fish, and random birdies: Campus wildlife!!

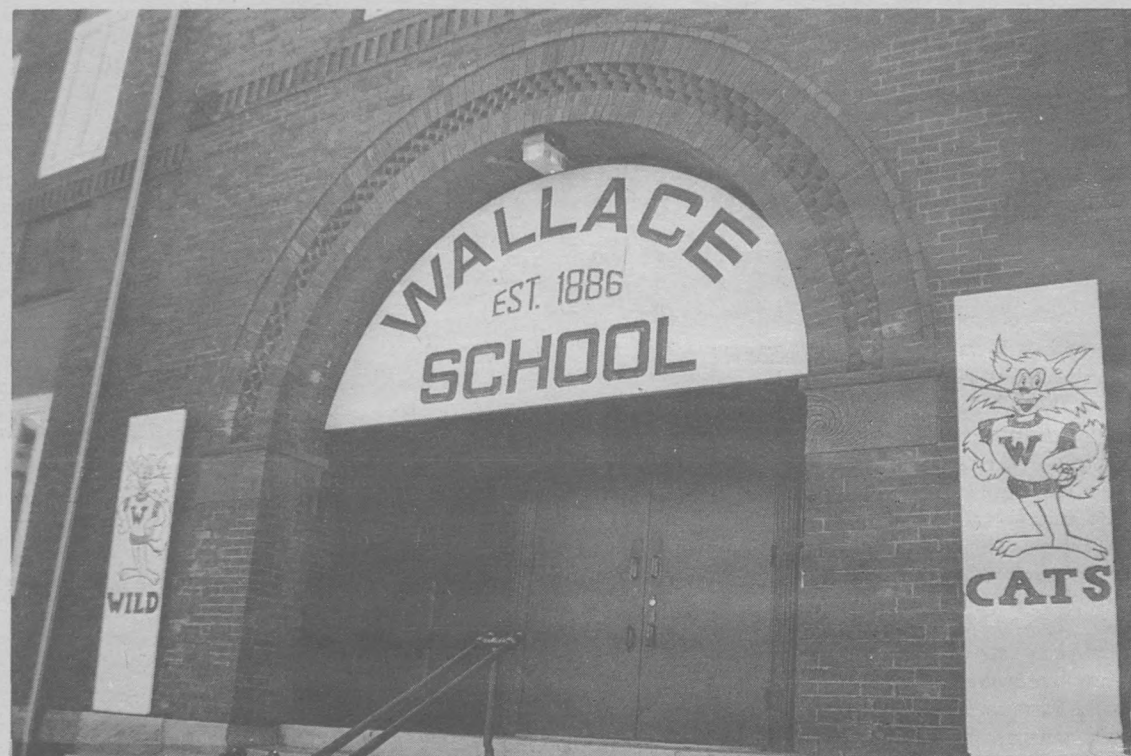
Also, learn about mentoring programs in Lewiston, and about role models for young women in the area.

Then visit Forum: Pieces on the new EPC proposals, the poor attendance at Bates' Martin Luther King Jr. ceremonies, and letters to the editor.

This week, **Arts** focuses on students who are producing films for thesis, a piece about Olin, and other cool Arts stuff...

**Sports:** Maybe someday we'll have a sports section, but only if we get a sports editor... Apply now!!!! We've gotten so desperate, we asked our managing editor to contribute. And (of course) that Seventh Section...

## Wallace school provides theater and dance rehearsal space



by Jennifer Merksamer

The Wallace School opened this September, providing additional rehearsal space for theater and dance students. The building is leased from the city and was arranged through President Harward.

The new space is used for the rehearsal of dance and theater productions which were previously held in the theatre where performances occurred. The arrangement was a problem when sets for another production was set up.

"There are less frustrations and people fighting for hall space," theatre professor Paul Kuritz explained. The Wallace School is available whenever students need it, but they need to ask for it the day before and go through the technical director.

Although the building was originally proposed to provide extra studio space for art students as well, the art department was uninterested. According to Professor Rebecca Corrie, the studios open twenty-four hours in Olin provided enough time and space for students to work. The department was uninterested because of security reasons and because the building is only open for a few hours in the afternoon.



# Student EPC members discuss proposal

## Members question faculty's openness to student opinion

by Keri Fox

Earlier this semester, the Educational Policy Committee (EPC) presented its recommendations for changes to the General Education Requirements.

The new requirements embody a vivid change in the academic framework of the College, and also invoke many, many different opinions. Because the issues involved are complex, the Student will run a series of articles dealing with the process and the specific proposals. This first article will deal primarily with students' points of view. The second, will deal with faculty opinions, and the third shall combine the opinions of both and ask the question "can the two work effectively together?"

Five years ago, the EPC began an exhaustive review of the college's General Education Requirements, which are required of all students for graduation. These

requirements will affect an entire generation of incoming Bates students. This "reading" period is a crucial period for the proposal. The Committee is now soliciting student opinion on the subject, and a faculty vote on the new Proposed General Education Requirements is imminent.

This process has involved a score of meetings, legislation drafting, and debate. The EPC, which includes rotating positions and a high student turnover rate, has involved a large number of students, faculty, and staff. While many of the faculty members on the committee have been around for a majority of the process, the three current student members all joined at the beginning of Fall Semester, 1996. They arrived in the last stages of the process.

While the student members did vote for the requirements as written, their experience with

the decision-making process highlights the tension between being both students and committee members. While the student members expressed disappointment with their roles in the committee, they began soliciting other students' support in the next step in the decision-making process: public forums.

### ■ Were students' concerns addressed?

*"I realized then I was a figurehead, that it was my job to sit on the committee and represent the students without a voice."*

-Mindy Newman '00

Newman '00.

As controversy and debate heats up around the proposal, the student

members find themselves shouldering "a dual responsibility. Officially, we stand behind the proposal, as written ... but we also feel we have a duty to the students," said Mike Ferrari '99, another student member of the committee.

"My vote is cast," stated Newman, explaining that while she might have reservations about specific issues in the legislation, she and the other student members of the committee stand by the EPC's proposal.

The student members agree that they believe that the committee is "not trying to limit the students' options regarding general education. That is not the intent ... [the faculty members] really are working towards adapting the general education requirement in

"We [the student members of the EPC] were told at the beginning that this proposal had been in the works for three to five years. The implication is that there wasn't a lot for the three of us to do," said Mindy

[the best way possible] to prepare students for life after Bates," said Newman.

However, Newman raised the general criticism that while the principles are commendable, student voices have been muted.

"In practice they've ignored student input," Newman said. "[The faculty] loses sight of the students- it's our education and our degree ... [they don't] really recognize students as constant personalities or a consistent voice on campus. We're transients who will be gone in four years."

As members of the committee, the students take some of the responsibility for the lack of student input.

"I was not a good, effective member of the committee," recalled Newman. "But I also wasn't given a job to do. As a first year student, you're not really aware of the workings of the college. I didn't go to some of the meetings, I didn't contribute to discussions ... and they didn't care. I kept waiting for somebody to say something, even some sort of reprimand. I didn't really know how to fulfill my role. I had no instruction."

Michael Ferrari '98, an-

other student member of the EPC, echoed Newman's frustration.

"Members of the committee have been genuinely interested in what we had to say. But for myself, I don't feel that I played an integral role," said Ferrari. "There is

nothing in the legislation that we can point to and say 'we influenced this' ... all we can take credit for is urging the faculty members of the committee to come to a recent Representative Assembly meeting and for getting the Open Forums," he explained.

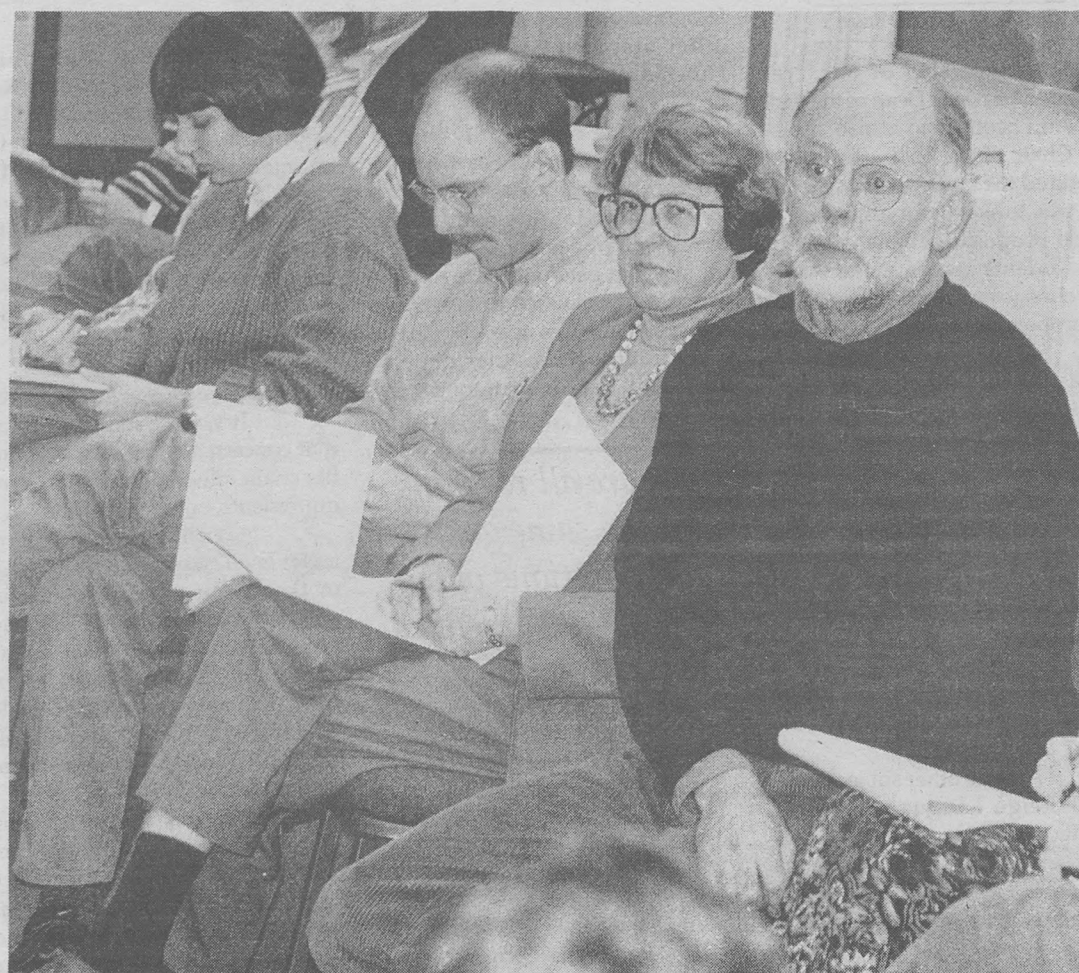
"There is definitely a double standard on the committee- we [the student members] had to be twice as vocal, work twice as hard to be heard," John Bechtold '99 reiterated.

### ■ Students get out the vote

Part of the way the trio is being "twice as vocal" is the publicity campaign to get students to the Open Forums. For Newman, a turning point in this was the EPC's presentation of the proposal at January meeting.

*"Our power isn't going to come through a vote. Our power is going to come through organization, through lobbying."*

-Mike Ferrari '99



Mindy Newman '00, Anne Scott, and Dennis Browne discuss possible changes.

Pat Serengulian photo

"We showed up at the faculty meeting where students obviously can't speak ... I realized then I was a figurehead, that it was my job to sit on the committee and represent the students without a voice. And I became extremely angry."

It was later, at an R.A. meeting, where, "Mike said that something needed to be done," and the publicity campaign got started, remembered Newman.

"The goal of the campaign was to get the news so far in [students'] faces that they couldn't ignore it," said Mindy.

Another reason for the intensive campaign, Ferrari said, is that "a concern of ours is that forums are so poorly attended that they are useless and cosmetic ... It is a key that [the forum] comes at this juncture because the faculty is making changes to [the proposal] on the floor ... faculty can ram this thing through if they want and they're paying close attention to the attendance [of the forums]."

"Our power isn't going to come through a vote. Our power is going to come through organization, through lobbying," asserted Ferrari.

"It isn't too late. The faculty is prepared to shut the door on us, we have to be prepared to stick our foot in the door aggressively. If we get moving, if we get vocal, I think we can do it [change policy]," concluded Bechtold.

**The next EPC forum  
will be held next  
Monday, at 7:00.  
Carnegie 204. Be there.**



# Forum raises questions of staffing, choices

Continued from Page 1

absolute ownership of this," responded Associate Dean of the Faculty Ann Scott, who is also Assistant Chair of the EPC. The dean reassured the audience that the intent was to work out a final copy of the proposal between faculty and students and to make whatever changes were necessary to get the proposal approved.

Things that became obvious as the forum began that several students did not know what the proposal actually said. Additionally, many logistical details were unavailable, like the percentage of Bates students enrolled in language classes and the estimated number of new professors who should be hired under the new proposal.

## ■ Foreign languages: questions of few professors, too many students

Among other subjects, the new Foreign Language requirement received a lot of attention. The new proposal would require all students to take two years of a foreign language and would not guarantee that they got into their first choice.

The first concern on this topic was a worry that students "won't get the language you want," said one foreign language major.

The Committee's response was that the caveat of this particular requirement was stating the obvious, as any student is never guaranteed their first choice of any class.

"When you learn something in a class, it is because you like it. If you say I have to take a foreign language requirement, I'm going to be a wasted seat...because I resent being there," said Sean P. O'Leary '98.

The hiring of faculty to meet the necessary increases of the foreign language department raised a bigger question of, "How hiring more foreign language pro-

fessors is going to affect hiring in other departments," as Amy Hutchinson '97 asked.

Sarah Gunn '97 asked whether the new faculty would become tenure-track, or whether temporary faculty would be hired to accommodate demand. The committee was unsure.

"In general, we're not going to see expansion of faculty as we've seen in other years, but that's a possibility [that other departments will have to wait longer for

*"We are all reaching for the same goals, and if sections of our proposal are amended, deleted, modified, so be it."*

-Ann Scott

new professors]," said Scott.

In response to the general murmur of protest, Associate Professor Denis Sweet spoke up, "the college has to be committed to these changes. If they're committed, the school will have to hire more faculty."

## ■ A new math requirement

The second widespread concern dealt with the changes to the quantitative (math) requirement. The old guidelines require "some math in a course," while the new guidelines require that "math is the focus of the course," explained Scott. This change does not mean that all students must take Calculus. There are courses in other departments which focus on Math, like for example BioStatistics, Mathematical models in Biology, and Psychology and sociology courses which focus on statistics.

"Math in high school more than adequately prepares us for the future," stated Jeremy Pelofsky '97 in opposition to the

change in the requirement.

Committee members noted that collegiate math, which requires more depth and practical application than its lower-level counterparts, is an important life skill. Also, some thesis advisors have noticed that many thesis students have found themselves lacking in quantitative skills. The new math requirement would attempt to rectify this situation.

## ■ New faculty, fewer courses?

It wasn't specific aspects that concerned some students, but the chain effect of the focus on requirements.

"With the increase of lower level classes and an increase in the specificity of [required] classes, how is it going to affect the upper level classes which are already starting to get overcrowded," asked Gavin McDonald '97. He then provided the example of an upper level Economics course with twenty people in it.

Changes to the advising system are dealt with in the proposal with a requirement for every first year student to take a first year seminar. Issues of staffing and course availability, however, were raised.

"The fact that the EPC is working on this is great, but I have two concerns," stated Gunn. She went on to ask for specifics about "how departments will be able to allocate course time and professor time... [and] What happens if [the student] doesn't get into the class they like or if they start to do poorly."

The committee members noted that professors will only have to teach a first year seminar once every three to four years, and that they "are still working on it," according to Scott. The committee hadn't discussed whether students could drop seminars.

An audience member asked whether upper-level courses might be offered fewer times, or dropped entirely because of the changes in requirements. The com-

mittee admitted that the addition of newer first-year seminars and lower-level sections may have an effect upon upper-level courses, but stressed that the effect would be slight.

## ■ Alternatives

While it may have seemed to some that 'constructive criticism' was not a tactic employed by those in attendance, many students supplied alternatives to the new requirements.

*"These requirements tend to turn Bates into a progressive high school, not a liberal arts college."*

"I advise the EPC to find methods to encourage, rather than enforce [students to take certain kinds of courses]," said David Leiber '98. He went on to propose a pass/fail system, "to encourage students to go beyond what they normally study." His proposal was met with enthusiasm by professors and students alike.

One of the most unconventional suggestions was to do away with requirements altogether.

"Brown University has no general requirements and they find that students naturally take [courses that would fall under the category of general education]...A lack of requirements is not really going to form anarchistic majors....get rid of the general requirements and increase the advising system," said Lissa Michalcik '97.

"I accept that we need to take a broad base of courses but students who come to Bates [already] have an interest in a broad

base of knowledge and they take a broad base of courses already," said Lucy Fowler '97.

Jeremy Brenningstall '97 gave two suggestions for ways to encourage rather than mandate distribution and breadth. First, for exposure require "an intro course to liberal studies, maybe two semesters, rather than sending courses and students into twelve different departments." Second, quite simply, "make the courses attractive." He pointed out that currently departments with required courses have no incentive to do so (since students have to take them in order to graduate), and that the faculty in those courses tend to ignore the needs of students.

## ■ What atmosphere will it bring?

Along with specific criticisms, more general concerns abounded which dealt more with the atmosphere the school is trying to create, than with the actual proposal.

"These requirements tend to turn Bates into a progressive high school, not a liberal arts college," said one student.

Another first year worried that under this plan, the college will be, "discrediting a lot of the younger students....by narrowing their choices."

"I just don't want it to get too specific," said Jen Long '97. Another student elaborated, "A broad based liberal arts program is good, and I see the merit. My concern isn't fulfilling requirements, but fulfilling them the way I choose."

The EPC has worked very hard on this proposal in an effort to provide the Bates Community with an array of solutions to problems that are present in the current requirements. Their job is done, the proposal is created.

"Now it is up to faculty and students to further our work. We are all reaching for the same goals, and if sections of our proposal are amended, deleted, modified, so be it," finished Ann Scott.

# Representative Assembly moves forward

by Ali Smith

In recent months, the words "Representative Assembly" have seemingly become synonymous with the words "Open Flame Policy."

However, there is more to the R.A. than the policy; behind the scenes and before all the fuss over the drafting of the Open Flame Policy, the R.A. was making changes to its very structure, with plans to improve Bates organizations through a new budget process

and a coalition with student governments at Bowdoin and Colby, an idea that is being pursued by President Richard Holley III.

The most dramatic change in the R.A. occurred during the spring of last year, when an ad hoc committee was formed to look into changing the budget process after numerous complaints.

Matt Velluto, Vice President of the R.A., stated that the complaints were in reference to the perceived ambiguity of the budget

process as well as biases in the selection of members of the committee. Before the changes to the budget process, committee members were selected by the President and Treasurer of the R.A.

Beginning this year, letters were mailed to club and organization treasurers soliciting applications for a slot on the budget committee. Budget committee members were then to be selected by members of the Committee on Committees.

The budget process became far more detailed, with stricter guidelines to avoid any obscurity. Grievance hearings were also abolished, replaced with a mediation with those petitioning and the Treasurer.

Regarding the now infamous Open Flame Policy, it marked another landmark for the R.A.—the first time the R.A. and students were able to draft college policy, if not actually to stop it. Through the R.A. drafting of the policy, student

input was able to be put directly into the legislation. However, according to Velluto, student apathy continues to be the biggest problem faced by the R.A.

Despite its efforts to recruit from the Bates community any and all student input, many remain removed from important issues. The R.A. has been attempting to change this through its public announcements of open forums and issues, which still tend to be poorly attended.



# Features

Friday, January 24, 1997

## WalMart Part Deux: The chickens come to roost

by Semor O' De' Same  
with Alan Wright  
and Jeremy Brenningstall

Pay close attention to portion sizes.  
This affects our profitability.

Thanks,  
Adrian

It was a good thing I wasn't hungry, because it looked like the offerings were gonna be slim. Not slim like a hippo but watching a hippo eat a whole watermelon doesn't make you very hungry either. The note laid it out clear: nothing was going to get in the way of this margin, even the ramblings of a two-bit reporter with an excessive appetite.

I was in WalMart again, and this time I had to be quick. The video cameras were onto me, and I had already had one run-in with the law. But some missions are too important, some conspiracies too large, some antiperspirant too weak to get the job done.

Like any one on a covert mission I formulated a cover, they couldn't hassle me. I had purchased a pack of gum, and the customer is always right. Despite the immunity my consumer status afforded me, I had to be nimble, I had to be quick, I might even buy a candle, ban or no ban. Yet Ban is a weak antiperspirant, and I didn't think it could do the job. Ban is a clear stick, and I don't trust anything I can see right through.

I entered under cover of darkness. No mission is without danger, I dodged around the parking lot, narrowly missing the sharpened blades of the snow removal vehicles. I nearly froze in the headlights and I nearly froze, but I pressed on, ever mindful of my duty. I thought of the motto "Satisfaction Guaranteed." If only it could hold true this time ...

This time the stakes had risen. A report had just come over my MX 367 personal computer. It said the bomb was about to drop. And there was only one person that could save it: The Golden Child. Trouble is, he had been transmigrated as a dish

of cotton candy by that guy with the bony wings. Lou Perry was his name I think. Wanted to take the cotton candy out of the mouths of children he did. And now there was only one man that could save us: The chosen one.

He was the only hope, and he had it all. He was courageous, bright, guapissimo, and had the quiet raise your arm confidence that made it clear that he was sure. He was as cool and smooth as one of Pablo's milkshakes, if less expensive. Poison once said that every rose has its thorn, and though this kid was as fresh as a meadow of daisies, he was dangerous in his own way. He was paid by the hour and with our budget, we needed him to work quickly.

Initially, the reports circulating had indicated that Mechanicsville, Virginia might be the spot. But upon our arrival there, we discovered that recently an upstart had started to push towards the pole

Which came first, the snowflake  
or the raindrop? The  
temperature was making it  
larcenous to Lambada.

position in  
the cotton  
candy  
derby.  
Number  
one in the  
WalMart  
cotton  
candy sales

across the nation was no longer securely theirs. The field was wide open, and there was room for all sorts of flowers. To top it off, recent freak occurrences indicated that extra-something spirits might just be present in the area. To be sure, we were thoroughly confused. When we heard that the Lewiston WalMart had expanded its Christmas cotton candy shopping hours to 24 hours, though, we knew that they were serious. Twenty-four hours, same as in a whole day, coincidence? We think not.

They were making the move for the big time. And we had to be there before it happened, otherwise we wouldn't be there when it happened. The king sat contentedly on his throne in Virginia, but those upstarts in Lewiston were making their play for the top. And it was clear, the child was the thing, wherein they'd catch the cotton candy throne of the king. Who was the king? Why, Elvis Presley, of course, a big fan of anything sweet, and he has been sighted recently in Virginia. They could keep their

king, with all his hip gyrations, WalMart won't tolerate that stuff, so don't look for his records on the shelf.

We had the child, who was at this time a yumilicious mixture of sugar and air, but he was the only hope. And in order to save him, we had to find him. We consulted the Biology department, only to be told our proposal had to be approved by the Transcendence Bylaw Committee on Fairground Foodstuffs subcommittees which only met on February 29s, or approximately three years after the bomb was supposed to go off. We decided to skip the committee bullshit. We were going to be tested, but we could only hope that our nefarious enemy had planned his tests as poorly as the Bio department.

Marky-Mark was there to do the dirty work. I was just there to transcribe the record, and call in the reserves (perhaps the aficionado in the cowboy hat) in case anything went wrong. And dirty it was going to be. Lewiston was not going to let go of its secret weapon willingly. They had fought too hard to get this far, and popcorn just wasn't their game. They needed something that stuck to you like glue, and could be dispersed easily through the mail. And delivery was only an advertisement away. Profitability had to be met. Even if that meant cutting the rate of their cotton candy servings so that they were being sold for half of Mechanicsville's. But selling cotton candy for "Mechani" just isn't as profitable as selling it for \$1.06. But this was not the time for semantics, this was a time for action, a time for the chosen one.

We couldn't allow the bomb to go off. The bomb was rumored to

be in Carnegie, not that we like Carnegie, but we cotton to cotton candy. Lou Perry was very scary, quick as a fairy, but half as merry. He was just plain evil. We knew how to destroy him, he was vulnerable to fire. But he had seen to it that we had no fire, what to do?

Marky-Mark knew what to do, how to kill Lou, and save the children too. We knew he knew how to save us all, and Gumbel too.

Steadily, without even so much as a glance or a flick of the tooth, he strode into the room. He didn't even glance at the menu. He al-

ready knew that there were no refills when you left the radio grill, that the cups were not free, and that turpentine is a bad means of erasing the flavor of overcooked baking soda. No, they weren't going to dissuade him with the food. He was here for the candy.

As I said, we were moving quick. We knew just when to hit them. Ten minutes before closing. We knew just who to hit there. The lady that had just moved to the snack bar yesterday. She couldn't

Continued on Page 6



WalMart, bringing you the best made in the U.S.A. ... or elsewhere.







# Thy weekly horoscope

## ... looking through the Cat's Eyes

**Aquarius** (January 20th-February 18th): How can a water bearer like you find some peace of mind? Stop asking yourself where the snow is and thaw out your icy indecision.

**Pisces** (February 19th-March 20th): Cabin fever in the morning, cabin fever all through the night. CABIN FEVER... Don't eat spicy food less than two hours before you hit the sack.

**Aries** (March 21st-April 19th): In all this mess, your clarity of purpose should anchor you. Don't ignore this feeling, it's a little self esteem. Also, don't be afraid to give people a piece of your mind.

**Taurus** (April 20th-May 20th): Your forward level-headedness is refreshing to a friend. Take sometime this week to make conclusions about choices you've made in the past month. Don't be afraid to challenge a professor.

**Gemini** (May 21st-June 20th): The overwhelming feeling of monotonous status quo is sort of sitting in your stomach- you shouldn't have cut MLK Jr. festivities. Hey take some risks, shake things up... Shock the monkey.

**Cancer** (June 21st-July 22nd): A mental or physical time away from things was rejuvenating. Share this fresh outlook with someone... and make sure you're wearing a hat this week. Get involved in the controversy over the Senior Class gift.

**Leo** (July 23rd-August 22nd): This week is all about you. Make a check list. Do you have... A) superb personal hygiene? B) beautiful people surrounding you? C) a subtle alignment with karmic forces and/or the G-d figure in the universe? F) a fully informed understanding of life on other planets?

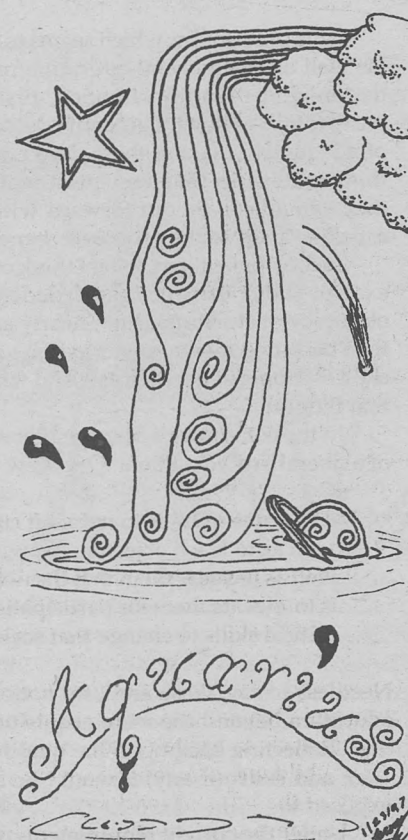
**Virgo** (August 23rd-September 22nd): You gotta make a change for once in your life. You gotta feel real, gotta make a difference, gonna make it riiiiiiiiight.

**Libra** (September 23rd-October 22nd): Communication this week has been a little time consuming and tedious. Don't be wary of getting angry or down. Let your ingrained feelings of charming banter subside this week.

**Scorpio** (October 23rd-November 21st): Being honest with yourself, life has been kind of tough this week. Try to be less snappy and crabby and if you need a rest, spend some time with a non-Bobcat, on the phone or in person. This could be just the reality check you need.

**Sagittarius** (November 22nd-December 21st): I don't know what's going on with you, but you're the spittin' image of a slick dresser this week. It's easy to get frustrated with those that are close to you this week.

**Capricorn** (December 22nd-January 19th): Don't let anyone call you Crapricorn just cause you root for the Packers, slime them with a vat of that processed cheese they have in Commons during taco-bar.



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## Grading Educational Policy

*"If the members of the Faculty set no general requirements, their students might choose courses they prefer at the time, or those in which they think they would excel in, or only those that they had heard of in high school. The absence of general requirements limits students to course selection patterns unmediated by the knowledge, experience, and collective judgment of the Faculty."*

- The Educational Policy Committee Report

This philosophy, which seems to be the basis of the current legislation before the faculty (as well as past general education requirements), is predicated upon a few presumptions that might be worthy of notice: firstly, that students who are technically of adult-age are incapable of making their own educational choices; and secondly, that the faculty is capable of adequately making these determinations for them. I am of a mixed mind, and do not think necessarily that these presumptions are wholly false — but what I am certain of is that they should not be put forward without scrutiny. Having said that, I would like in this article to analyze the proposed changes and the reasoning going into them.

In looking at them, what I think one will discover is that the dichotomy attempted in the excerpt above (between the experience and knowledge of faculty and the ignorance and obduracy of students) is not nearly as simple as some would like to believe. The question then becomes at what point to draw the line: do faculty make all the choices? None of the choices? Some of the choices? And what criteria should the faculty use in making the choices that it does?

In the committee's 51-page report, there is much discussion of the history and purpose of a liberal arts education. One view presented is that

*"The curriculum is to transmit culture as well as to criticize it; it is to teach values as well as to teach objective knowledge; it is to induct students into a grand tradition as well as to show them that the notion of grand tradition is a curricular construct itself; it is to elevate them for participation in civil society while giving them the analytical and critical skills to change that society."*

Needless to say, these are lofty notions. They embody an idea that there is a purpose to education beyond the mere acquisition of information or career advancement opportunities. Reflecting back upon the questions of choice and criteria, one wonders what knowledge and skills (if any) it would be appropriate to guarantee that a graduate of Bates be exposed to.

Under the current requirements, there is no knowledge or skills that one can guarantee one has been seen while in college (though there must be some examples of universal exposure on the high school level). The introductory science courses tend to be narrow-minded in their approach (and highly specialized in any case); the social science requirement tends to be similarly specialized; the humanities requirement too open to mean much of anything; and the quantitative requirement can be fulfilled without taking a course in math.

What the committee writes in their report is that, "The assumption that the divisions distinguish coherent intellectual traditions is difficult to defend." The question then becomes, and I believe that this is the question that occurred to the educational policy committee, if there is nothing necessarily unique to the approach of any discipline, then how would students gain being forced into various disciplines?

So instead they have sought a skills-based approach. Before commenting further on it, let us have a quick run-down of the new proposal:

**Overall proposal: B.** For better than the old requirements. The committee's decision that the divisions had no unique coherence is correct.

**Senior project requirement: A+.** Yeah, thesis sucks. But there comes times when you have to toughen up and deal, and this is one of them. Without thesis, there is little interaction between students and faculty at Bates. Without thesis (or some equivalent project) there is no logical culmination to four years of activity, no organized coherence.

**First-year seminar: A-.** There are some complications. This course is meant to teach writing. Are all faculty members qualified to teach writing (well enough that it will last until thesis)? Also, what happens to Jan-frosh? (So it wouldn't make it better for them. But it

would make it better for the rest of us.) What happens if someone dislikes their advisor? What about students shut out from their major by overenrollment? And then the big one (the one that hasn't been asked): By eliminating coaches as advisors, would there be an automatic corresponding increase in the student-load for faculty? Overall, though, it looks like it might be a good idea.

**Two courses on physical character of life, matter and/or energy: C.** We have nothing against science courses. But their intros typically suck, and are geared as prep schools for freshman majors. The curve on Bio 101 exams last semester was what, 36? If you think all there is to education is a weeding out process, get a

lawnmower. As far as the symposium, that actually seems like a good idea. We'll give it a B+. But will students have the time?

**Course with mathematical modeling as central focus: B.** We think math is important. But as with the science courses (though not as bad), there is little here for the disinterested or the badly prepared.

**Fine arts: C+.** Yeah, it's in the mission statement: aesthetic appreciation. But in order to appreciate art, must one be forced to take formal instruction? Bob Dylan reportedly got a D in music at the University of Minnesota, and he has done alright.

**Close reading requirement: D.** As an attempt at the equivalent of a humanistic requirement, this is pathetic. Whatever happened to learning how to think? How to reason? How to look at tradition? Nothing against bio or economics, but I doubt if Life, Sex and Cells or History of Economic Thought are going to teach you anything broaching what learning is really about more than any other thing: the ability to approach understanding, and analyze categories of knowledge.

**Behavior requirement: B.** We like the idea of broadening the definition of this category (for unlike the case with close reading, it can be done in a meaningful way), but we wonder what the point of this is.

**Two courses on human cultures: A-.** Unfortunately, clearly necessary. Preferable would be broader and better integration across the curriculum. Wonder whether this will enlarge discussion, or merely compartmentalize. Pleased that it moves the college out of vo-tech mode.

**Language requirement: C.** We feel that everyone at Bates should take a foreign language. But are people really going to learn anything if they're forced into it? And how much can you learn in two semesters anyway? A number of foreign language departments are already overenrolled. This would merely increase the problem. The report says that the dean is willing increase net faculty "if additional staff are required." What do you mean if? As someone at the forum said, why should a sleeping senior take the place of a desiring freshman? And if people can't get into the intro courses freshman year, they won't be allowed to go abroad to a country of their language, because of the four-semester prerequisite. So a French major won't have the opportunity to study in France to waste the course time of someone else. This is not comparable to other requirements, such as the science one; for a science major does not have the issue of the four-semester prerequisite for study abroad.

When the Educational policy committee solicited opinions from alumni, they said what they heard repeatedly was the appreciation of the "Cultural Studies" courses. So if this is what worked in the past, why not utilize this approach (a two- or four- semester introduction to liberal studies for exposure) in courses specifically geared for that purpose, rather than sending students into discordant specialized classes across the universe that have no overall coherence? And once student have had this exposure, would they not be capable then of making their own educational choices, for better or for worse?

Students benefit little from the current requirements, and that is why there is so much frustration. I do believe that the faculty should intervene to the extent that they ensure that students have seen certain categories before graduating. I think the new proposal does this better than what was in place in the past. But I wonder why we need so many requirements for something that could be fulfilled better with fewer, presuming that they are better planned.

Additionally, I wonder whether the EPC has taken into account many of the implications of the current proposal. What room for experimentation and electives is there, when gen. ed requirements can go up to thirteen or fourteen courses and major requirements (including hidden ones) up to nineteen? And even if it were conceivable to fulfill all this, could one do so and still go abroad junior year? Many study abroad programs may not offer Psych. Statistics, but that is a bullshit reason for not enabling a psych. major to gain what could be a once-in-a-lifetime experience. Not everyone can begin planning their major as first-semester freshman.

I think it is high time the school began giving students the tools to take responsibility, rather than increasing patronization. It's very good that things are taught in school. But look at the disparity between what is taught and what is done. How many students were involved in Martin Luther King Day? How many students discuss ethics in class, then break windows at night? If you can't trust students to light a candle, can you trust them to vote for a political leader, drive a car, have a family?

So in returning to the original question, it is true that the faculty has experience. But they need to start listening to students more. They need to stop making choices for students, and start teaching students how to make choices. If they think the current proposal is the best way to do it, vote for it. But I have my doubts.

by Jeremy Breningstall

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# Forum

Friday, January 24, 1997

## Bates takes the "a" out of apathetic

by Jeremy Root

January 20, 1997. It was the day that is constitutionally mandated for the inauguration of the President of the United States. As the first Monday after January 15, it was also the day on which our esteemed federal government determined we would observe the birthday of Dr. Martin Luther King, Jr. This day, this glorious wintery day, possessed the potential to be an affirmation of the things that remain good about the United States. With the inauguration of William Jefferson Clinton to his second term as President, metaphors of rebirth and renewal abounded. In the celebrations commemorating Martin Luther King, Jr., people expressed both individual and institutional commitments to the legacy of this prophetic martyr's life and thought. On a day like this one, every step should be in rhythm, every sound should be in tune. As the day dragged slowly on, however, I felt that, here at Bates, the initial promise of the day was being slowly and repeatedly broken.

The morning's celebrations

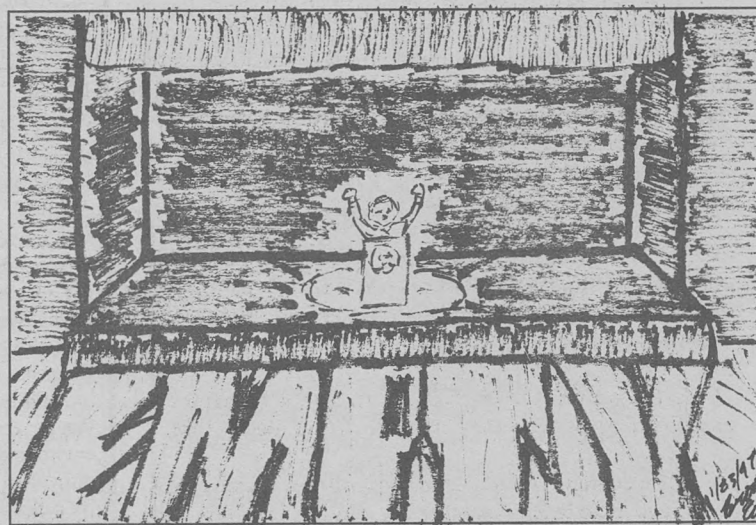
began for me in the Alumni gymnasium where Charlayne Hunter-Gault was scheduled to give an address honoring Dr. King. I felt incredibly honored to have the opportunity to hear this woman who continues to make an incredible impact. Since I arrived early and sat near the front of the gymnasium, I naively presumed that throngs of my peers had filled in the many rows of chairs that had

*I fear that Bates  
College is  
producing legions  
of dangerous  
criminals annually*

been carefully placed on the floor, as well as filling the bleachers which line the sides of the hall. After Ms. Hunter-Gault's incredible oration lifted the crowd to its feet, actually getting folks in this soulless place to clap and shout and sing, I looked around and, to my astonishment, many of the rows were practically empty. A spattering of people in the bleachers along the walls filled out

the meager crowd to a grand total of approximately two hundred and fifty attendees. To some this may appear to be a good size crowd, but when it is considered in light of a college community that numbers around 2000 people, it is embarrassing. How is it that an institution that claims Dr. Benjamin Mays, Dr. King's intellectual mentor, among its alumni could produce only 10 percent of its college community to honor and remember Dr. Martin Luther King, Jr.?

My inescapable and frightening conclusion is that Bates College, as an institution, is devoid of one of the major tenets of Ms. Hunter-Gault's address - values. Such a statement! Such impudence! How can one make such a sweeping generalization? People will inevitably jump to the school's defense with reminders of Bates' early commitment to an environment that, from an official standpoint, was free from race, class, or gender discrimination. I do not mean to diminish those efforts that are ongoing and seem to be sincere. When I am speaking of institutional values, I mean values that the school expects from its students. Bates College, as an



Matt Bromley graphic.

institution, does not actively promote any values for its students to embrace. I felt, on the King holiday, that the general moral malaise, which hovers like a fetid cloud upon this bibulous Bubble, manifested itself in the generally low level of interest in the events scheduled for the day.

I am not in the business of asking for a legislated moral code for the college, for I feel that morals are not the province of legislation. Rather, all that would be necessary would be for the college to provide

a base level of expectations of its students which goes a half-step beyond fulfilling the degree requirements. Both Dr. Mays and Dr. King spoke eloquently about the importance of infusing a sense of moral purpose in the educational process. Since it was Dr. King's holiday that inspired this piece, it is his words that shall drive the point home: "Education which stops with efficiency may prove the greatest menace to

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## United States remains deeply divided

by Shankar Narayan

With Martin Luther King day upon us once again, it's time to break out of insular college mode, at least for a short while, and take stock of events and situations in the rest of the country and in the world beyond. The U.S. remains a nation deeply divided over issues of race, ethnicity, and gender. These demons have come back to plague us time and again, and no resolution seems in sight. The ongoing, occasionally acrimonious, debate over affirmative action in the pages of the Bates Student has been typical of the deep ideological rifts in American society. The stakes here are very high: there is clearly no peace in the future of an ethnically split nation whose citizens cannot agree on ways to work out their differences. Martin Luther King and other civil rights leaders, both American and international,

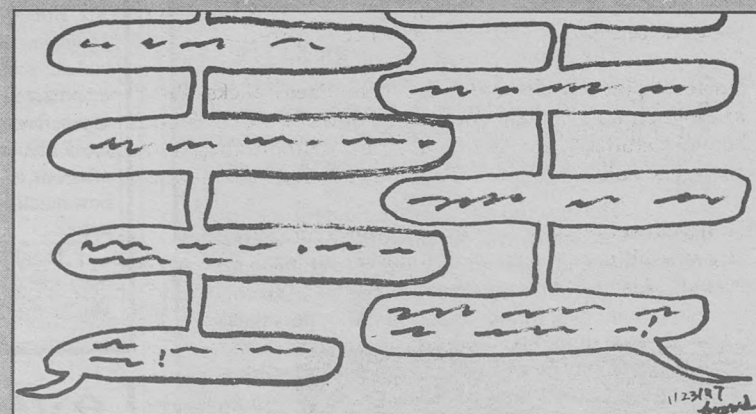
recognized this fundamental fact and accordingly attempted to blaze a trail whereby all citizens would be recognized as equals, not merely through meaningless platitudes, but through tangible rights such as true equality of opportunity.

With this in mind, I'd like to offer a rebuttal to the comments regarding affirmative action made by Shawn P. O'Leary in the Forum section of the *Student* dated Friday, January 17. Mr. O'Leary holds a number of fallacious beliefs which I believe are shared by a wide variety of people, both at Bates and elsewhere. Since I disagree with him on a number of issues, I'll simply point them out in the order in which he deals with them (and add my own comments along the way).

First, the question of ability vs. ethnicity as criteria in evaluating job applicants. Mr. O'Leary suggests that ability should be the primary criterion for evaluating applicants. If we lived in a world

of perfect equality of opportunity, we would be well justified in this focus on ability. However, the playing field is far from level in contemporary American society. Minorities face an added struggle in everything they attempt to achieve in their lives in America, simply because of the fact that they are not white. I am not attempting to paint a picture of minorities as either heroes or victims, but am stating a fact which many people of color are already aware of. It would be willful blindness not to recognize this fact come hiring time. Much more than simpering declarations of sympathy for the struggle they have faced, minorities need concrete efforts, such as affirmative action, to help give them an even chance of success.

A distinction needs to be drawn here between types of privilege. On the one hand, there are the economic advantages that middle class and wealthy members of society enjoy at the expense of



Matt Bromley graphic.

poorer ones; on the other hand, there are the payoffs for being white that accrue to even the poorest white members of society. Hence, O'Leary's suggestion of class-based action, as opposed to race-based action, may indeed be beneficial but misses the entire original point of affirmative action.

O'Leary's system would work against the system of privilege that keeps the wealthy, but does

nothing to combat the problem of race benefits. Minorities would still remain at a disadvantage because of their race. No monitoring system, however sophisticated, could counter this: racism is an institutionalized, living, breathing part of American society, and raises its head in countless ways which are often

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The opinion pages of the *Student* are intended as an open forum for the Bates community, and we invite all who are interested to contribute. Letters to the Editor must be received by 4:00 p.m. on the Sunday before publication. All letters must be signed, though in special circumstances the newspaper may be willing to withhold names upon request. Letters may be delivered in person to Room 224, Chase Hall, and should be either laser-printed and single-spaced or saved on a 3.5" computer disk in Macintosh WordPerfect format; or sent via e-mail to [awright@abacus.bates.edu](mailto:awright@abacus.bates.edu). *The Bates Student* reserves the right not to print letters and to edit letters for length and clarity.

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## Staff Editorial

## We commend those who act

There are some opportunities that come many times in life. Going skiing, lying in bed all day, watching a movie, doing routine schoolwork — these would all probably be included in this category. There are other opportunities that come less frequently. They slide by us, sometimes quietly, and it is up to us to seize them, to hold them dear, to make them for what they are. In a lot of ways, life is about taking the initiative.

We were fortunate on Monday to hear speak on campus a number of individuals who have made an exemplification from seizing the initiative. Charlayne Hunter-Gault spoke of what it was like to be among the first two black students admitted to the University of Georgia. Foreign as it may seem, it is not too long ago that racism was actively protected by many in our government. Even today, its effects linger on with us. When one in three black males between the ages of 20 and 29 is in jail, we have a problem. When black college graduates learn less than white dropouts, we have a problem. But with the exception of occasional headlines for *Ebonics* or O.J. Simpson, it is a problem we typically ignore.

For some, particularly those that are white, particularly those that are economically secure, particularly those that are in enclosed environments, it is a problem that is relatively simple to ignore. It is difficult to discuss issues of difference. It exposes one to the potential for ridicule or criticism. It is much easier to talk about cars or food or baseball or just about anything else. For many, though, life is not so privileged. They do not have the choice to decide whether race or ethnicity or poverty is a relevant issue in their lives.

Ms. Hunter-Gault, in her speech, spoke of the powers of the ideals of Martin Luther King. In a way, she was a voice from the past. But in way, she was a voice of the all-too present. For though problems in human relations do not remain the same that they were 35 years ago, they are still problems, and they still have extremely serious ramifications. We heard of someone who when she first arrived at school did not have to think about what she would sign up for at the Activities Fair, but rather, what it was like to dodge bricks flying through her window. That is the face of racism. But unless we are willing to encounter that face, and to recognize its ugliness, it is difficult to learn from it.

Martin Luther King is not merely someone for whom a day is named after, or someone who once gave a speech on Capitol Hill, but someone who spoke of values, values that are in the words of Ms. Hunter-Gault "timeless, translucent, and inclusive." If there were to be one legacy of his remaining, one would hope it would not be a skiing break or an image on a t-shirt, but that it be these values.

Ms. Hunter-Gault spoke of first encountering these values, not from Dr. King, but in the home, from her grandparents. It started in simple things, church or a hymn, but what it mean is that one could get around bitterness by relying on the values one had been nurtured from. It is through these values that in the midst of her oppression, Ms. Hunter-Gault was able to label herself a queen, a journalist that could succeed in world in which the odds were stacked against her, and not a victim, though many sought to reduce her to that role. She emphasized that whether these values come from organized religion or whether they came from some other social or individual institution, these values needed to come from somewhere. Thirty-five years after one of the United States' ugliest legacies, segregation, ended, how much have we learned? Have we learned to respect each other more?

Thankfully, many external expressions have been eliminated from social acceptability. But much of the internal hatred remains. This is true not only of race, but also of nationality, religion, and

practically anything else that is capable of dividing one person from another. If one looks at recent political discourse, or at what takes place on television, or what takes place on the street, one sees a seemingly rising level of self-indulgence, apathy, and disregard for others. It is easy to feel complacent with a Constitution and a Civil Rights Act on the books. It is easy to place all the responsibility on the government, and none on oneself. It is easy to be like the politician who speaks of values, but in so doing speaks of values for other people. It is more difficult to take those values upon oneself.

There were also a number of other wonderful events for Martin Luther King Day. Students, faculty and staff worked hard on producing workshops. These were different from what takes place in the classroom, at least for those outside specialized courses. They covered different subjects: role models for the girl-child, the movie *Philadelphia*, the Million Man March, portrayals of race in the visual arts, and many others. They were an opportunity to interact outside of the classroom, with people in other departments or other lines of work that one might not usually interact with. They were interesting. They were enlightening. And for those that were student opportunities, they were one of those rare opportunities when students can organize something on their own.

To conclude the evening, there was a performance by Billie Jean Young. It demonstrated through drama and storytelling the trials and tribulations of one woman's (Fannie Lou Hamer) attempt to vote in the mid-Sixties. In our nation, a nation that had separated from Britain on the basis of taxation without representation, a nation that had fought a war with Nazi Germany and should have known what the face of hatred looks like. All in all, it was a very valuable day.

Unfortunately, by and large the Bates community chose to ignore the events of this day. We don't know where they were, all we know is that the vast majority were not present. On a day when a college as disparate as our own had an opportunity to gather together, most chose to remain apart.

In many ways, aside from the absence of classes, the College remained much as if it were just an ordinary day. Commons and the library remained open. Publicity came out, but only late, and only for the observant or the studious of fine print. Seven days before the event, a faculty member stood up in the faculty meeting to ask if anything would be occurring. This is not something that was well-publicized, or well-emphasized.

What does this say about the College? What does this say about us? What does it say about us when close to two thousand of the members of our community could not make it out of bed by ten in the morning to hear a speaker on what is perhaps the most essential and relevant topic of the twentieth century (diversity, difference, and respect for others)? What does this say about our future as community members, as voters, and as leaders? Where is our initiative? If we can't give an hour or two on a day specifically set aside for an event? While there were many individual acts to commend on Monday, on a collective level we would have to say Monday's turnout was wholly unsatisfactory.

We feel embarrassed. We feel embarrassed for the visiting speakers, who had to speak to rows of empty seats. We feel embarrassed for people of color, for whom a message was sent out that ideals such as equality and dignity for regardless of race or creed are only relevant to some, and not to us all. But most of all, we are embarrassed for ourselves. We are embarrassed of our college. We all speak of values in the classroom, but when it came time for action, most of us laid in bed.

## Level of apathy is pathetic

Continued from Page 9

society. The most dangerous criminal may be the man gifted with reason but with no morals." I fear that Bates College is producing legions of dangerous criminals annually.

In spite of these very real concerns, something in my constitution remains optimistic. In a few important areas, I can see progress in the

college. In my four years here, I have seen the development of a center for service learning which sends scores of students into the community to learn through experience. I also believe that even now, in spite of the detached stance of the college, pockets of students exist who are responsible and concerned. Those students who attended workshops on

the King holiday were eager to engage in discussion about issues that are vital to the world in which we live. Even if that percentage of the student body remains small, its very existence quickens my idealistic spirit. As the college continues to change, it is my sincere hope that it moves away from seeking the affirmations of the U.S. News and World Report, moving

rather towards the affirmation of the community in which we reside. When Bates is able to say with confidence that it has good community relations, then I might begin to believe the lip service the administration pays to an education that includes many models of dedicated service to the society at large. Until then, I will continue to struggle.



## Affirmative action

Continued from Page 9

invisible to all but those who directly experience it.

Another crucial dichotomy is that between individual bigotry and institutionalized racism. When confronted by the accusation that "people of color have to struggle and fight against people like O'Leary to achieve respect, recognition, and status in our racist and discriminatory society", O'Leary vehemently protests that he has been callously lumped together with bigots who deny minorities respect for their efforts. However, not being a simple bigot does not, in itself, free one from the charge of upholding racism. Mr. O'Leary contributes to the perpetuation of an institutionalized system of racism through his continued failure to acknowledge his own white privilege, despite all his protestations to the contrary.

There are a number of mechanisms by which groups in power attempt to retain benefits and avoid responsibility, such as denial, minimization, relegating injustices to the past, and suggesting that the disease comes only from a few rotten apples. It is telling that Mr. O'Leary, in talking about white privilege, refers to it only in the past tense ("whites have had many advantages over their minority counterparts"), and furthermore, seems to believe that individual acts of bigotry represent the full extent of the problem. Nothing could be further from the truth. Racism goes beyond individuals to the level of an institution, militating against minority rights here and now. Hence, while disclaiming individual racism is a positive step, that step needs to be extended to combat racism in its institutionalized form. For too many people, disclaiming individual bigotry is simply an excuse not to get involved in the wider struggle against racism.

A final note on the question of white privilege. The idea that whites might not recognize their white privilege is, according to Mr. O'Leary, based on the "faulty assumption that Caucasians do not possess the intelligence or awareness to recognize that whites have had many advantages over their minority counterparts..." Intelligence? Sure. Awareness? Hell, no. If Mr. O'Leary believes for a second that most whites harbor a recognition of their white privilege, there are plenty of white people I'd like him to meet. Most people do not have the level of awareness of social issues that a college student's relative freedom allows; furthermore, Mr. O'Leary's own difficulty in recognizing the nature and extent of white

privilege suggests to me that even that level of awareness would likely not be enough. He believes what he sees; he cannot directly see racism at work, and therefore does not believe assertions of its pervasiveness. For this reason the suggestion that "there is some sinisterly covert effort to corrupt all white children" (discussed by Mr. O'Leary in his article) is indeed misleading. Such an effort is unnecessary: unless conscious efforts are made to raise awareness, a white child in America is, by default, likely to grow up blind to institutionalized racism, thus helping to uphold it.

A final bone of contention I have with Mr. O'Leary's article is his condescending attitude towards the authors of the rebuttal letter. He concludes the article with a lengthy passage intended to illustrate that one should not always believe what one reads, and asserts that the authors of the rebuttal letter have fallen easy prey to "the antics of irresponsible journalists." That's patently offensive. It shows that Mr. O'Leary is unwilling to credit his opponents with a capacity for rational thought and for looking beyond what one reads, while tacitly according that same capacity to himself. The positions stated in the letter were, in fact, well considered and valid. Mr. O'Leary, take them seriously.

I agree, though, that name-calling and labeling gets us nowhere. We do need to work together to build institutions free of racism and sexism. Much literature exists backing each side of the debate, and being well informed means possessing an understanding of both the pros and the cons. For readers with an interest in the topic (and for Mr. O'Leary in particular), I have a book to recommend: Uprooting Racism: How White People Can Work for Racial Justice, by Paul Kivel (hate the staters, does this ring a bell?). The book details the considerations I've pointed out here, as well as plenty of others. The first step towards a solution to racism is an understanding of the pervasive nature and devastating extent of the problem, along with a consideration of the tools (such as affirmative action) through which it can be aggressively confronted. While decisions on this difficult issue must ultimately be made at the individual level, the wider social implications of those decisions should also be kept in mind. As more and more people become informed, the battle against racism will move forward, step by step, but steadily.

## Sign signals ignorance

January 19, 1997

To Whom It May Concern:

I am writing to the *Student* concerning a flyer that was posted around Chase Hall. The flyer was urging students to voice their opinions about general education requirements at the EPC faculty

*Even though this statement is supposed to be a joke ... it is not funny. In fact, it is quite ignorant*

forum. Although I commend active participation by the student body, I was quite disappointed in a particular flyer. And since the flyer said, "BITCH NOW, NOT LATER" ... well, that is why I am writing.

This particular flyer pertains to the possibility of a new general education requirement that would "force" a student to take two courses in a foreign language. The

## Letters to the Editor



flyer states, "How would you like to be bound and gagged, tied to a tree, held at gunpoint, and forced to learn Arabic?" Even though this statement is supposed to be a joke about the 'horror' of a possible language requirement, it is not funny. In fact, it is quite ignorant.

The statement about learning Arabic while being "bound and gagged, tied to a tree" and "held at gunpoint" — obviously referring to the negative stereotype of a terrorist Arab — is a bit too much for a flyer bitching about a possible language requirement. At a school that boasts about racial and cultural sensitivity, it is unfortunate that some people still partake in the perpetuation of negative stereotypes of cultures with which they are not familiar.

Sincerely,

Dina C. Hanna '97

**Do you have an opinion on the proposed EPC requirements? Please attend the Open Forum next monday at 7pm.**

### LIFE IN HELL

#### ABE ON BUGS



MY NAME IS ABE AND I THINK BUGS ARE COOL.

MY FAVORITE KIND OF BUG IS SPIDERS. THEY HAVE -- HOW MANY LEGS DO THEY HAVE? I THINK THEY HAVE SEVEN LEGS.

IT WAS A GOOD THING AND A BAD THING TO SEE. IT WAS BAD FOR ME TO SEE, BUT IT WAS COOL TOO. IT WAS BAD FOR THE SPIDER AND GOOD FOR THE ANTS.

ANOTHER DEFINITELY COOL BUG IS SILVERFISH. THEY'RE NOT FISH, BUT THEY'RE SILVER, AND IF YOU LOOK CLOSELY, THEY GLOW. SOME PEOPLE SAY THEY GIVE YOU WARTS, BUT IT'S NOT TRUE. IT'S JUST A TALE.

THEY SAY IF YOU SEE A LADYBUG YOU GET GOOD LUCK. BUT IT'S NOT TRUE. ONCE I SAW A LADYBUG AND I GOT REALLY BAD LUCK. I GOT BIT TWICE BY WILL. ACTUALLY IT FELT LIKE TWICE BECAUSE IT WAS A LONG BITE.

I THINK BUGS ARE COOL BECAUSE THEY LOOK COOL. YOU CAN TELL BUGS 'CAUSE THEY LOOK LIKE A BUG.



I LIKE ANTS BECAUSE THEY HAVE MANDIBLES, AND THEIR MANDIBLES LOOK COOL. THEY LIVE UNDERGROUND AND THEY DON'T DO ANYTHING FOR FUN.

THEY JUST WORK FOR THEIR QUEEN. THEY GET HER FOOD AND NURSE HER. THEY EAT SUGAR AND HAMBURGERS. I LEARNED THAT FROM "HONEY, I SHRUNK THE KIDS."

HOW I TOLD HIM APART WAS HE WAS ALWAYS IN THE BATHROOM. I SAW HIM EVERY TIME I WENT IN THERE. BUT THEN HE WENT INTO HIS HOLE AND WAS GONE FOREVER. I THINK MAYBE ANTY GOT ATEN BY A SPIDER. I MISS ANTY.

I LIKE BEETLES BECAUSE THEY LOOK FUNNY, WHENEVER I SEE A BEETLE I TIP THEM OVER ON THEIR BACK. THEY JUST ROLL AND WIGGLE. THEN I TURN THEM BACK ON THEIR FEET.

WE SHOULD BE NICE TO BUGS BECAUSE THEY'RE COOL. I DON'T KNOW WHY THEY'RE COOL. ONLY NATURE KNOWS.

BUGS MAINLY JUST WALK AND EAT. THEIR BIG WORRY IS GETTING EATEN BY OTHER BUGS. AND GETTING SQUOOSHED.



ONCE A LONG TIME AGO IN THE BACKYARD I SEEN HUNDREDS OF ANTS EATING A SPIDER ON A LADDER. I ALSO SAW A LITTLE BLOOD -- SPIDER BLOOD.

WE SHOULD LEAVE BUGS ALONE IN THEIR PRIVACY. DON'T LOOK UNDER ROCKS AND DON'T DIG HOLES. THEN YOU MIGHT SCOOP THEM UP WITH YOUR SHOVEL AND THEN THEY WILL DIE OR YOU MIGHT EVEN BURY THEM.

WE SHOULD BE NICE TO BUGS BECAUSE THEY'RE COOL. I DON'T KNOW WHY THEY'RE COOL. ONLY NATURE KNOWS.

WE SHOULD BE NICE TO BUGS BECAUSE THEY'RE COOL. I DON'T KNOW WHY THEY'RE COOL. ONLY NATURE KNOWS.

WE SHOULD BE NICE TO BUGS BECAUSE THEY'RE COOL. I DON'T KNOW WHY THEY'RE COOL. ONLY NATURE KNOWS.

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A LOT OF GIRLS DON'T LIKE BUGS. THEY'RE SCARED OF THEM. I DON'T KNOW WHY. ONLY THEY KNOW. GROWN-UP GIRLS AREN'T SCARED OF BUGS, THEY JUST DON'T LIKE THEM AROUND.



ONCE A LONG TIME AGO IN THE BACKYARD I SEEN HUNDREDS OF ANTS EATING A SPIDER ON A LADDER. I ALSO SAW A LITTLE BLOOD -- SPIDER BLOOD.

WE SHOULD LEAVE BUGS ALONE IN THEIR PRIVACY. DON'T LOOK UNDER ROCKS AND DON'T DIG HOLES. THEN YOU MIGHT SCOOP THEM UP WITH YOUR SHOVEL AND THEN THEY WILL DIE OR YOU MIGHT EVEN BURY THEM.

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WE SHOULD BE NICE TO BUGS BECAUSE THEY'RE COOL. I DON'T KNOW WHY THEY'RE COOL. ONLY NATURE KNOWS.



# I don't know, but I sure love those Packers

An inside look into Packerland

by Karen Janke

If anyone played WRBCs annual Trivia Night, they might have picked up that I am indeed a native of Wisconsin, and damn proud of it. When I am here, I wish I were there, and when I am there, I don't really want to be anywhere else. I could go on and on about the reasons for my partiality to America's Dairyland, but I will focus on one: the Green Bay Packers. However, what is really at issue here is not merely the team members themselves, but rather their fanatical fans and the green and gold cheese-covered world in which they live (but don't forget the beer).

For the past few years, the Packers have been pretty good; they've made the play-offs, coming closer and closer to the only game that really matters when you're a football fan: the Super Bowl. Last year, conference nemesis, the Dallas Cowboys, soundly beat the Pack to bring the dream season to a screeching halt one game away from the Super Bowl. Coming that close only raised expectations for this year's season, and thankfully for suicide prevention hotlines statewide, the season is not over yet. On Sunday, the Packers face the local favorites the New England Patriots in the 31st Super Bowl in New Orleans. The Packers are 14-point favorites to win, and in doing so would return glory to Green Bay, which hasn't been this good since the days of legendary coach Vince Lombardi in the late 1960s. But, as any true Packer fan would tell you, it doesn't matter if the team has a winning record because like the orange foam from which their cheddar wedges are made, a Cheesehead never dies.

Football is not merely a game,

it's a business. A team's win-loss record is not as important as the media market in which they are located, the merchandising of the team, and the city-to-city bidding wars on who will build a team a nice, shiny stadium in which to play. With that in mind, it is surprising that Green Bay has a team at all: the team hasn't been very good since the late '60s, Green Bay is the smallest media market

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in the NFL, and the Wisconsin climate is not exactly favorable to players and fans. But Green Bay will always have a team.

The Packers are the only community-owned team in professional sports. With an estimated worth of \$165 million, the team is a publicly held corporation with 1,915 community members as shareholders. Each share is worth \$25 and cannot be sold for more than that. If by some fluke the team were to be sold, proceeds will go to the Sullivan-Wallen American Legion in Green Bay. To me, this is what professional sports should be about, instead of the financial aspects that have come to characterize the petty squabbling and blackmail between owners and the communities where the teams are located. For example, the Minnesota professional hockey team was sold a few years ago to that hockey hotbed of Texas. A similar fate befell the Cleveland Browns as the owner moved the team when the city wouldn't build a new stadium, although they advanced to the playoffs. In Green Bay, the team has become an integral part of the town's character, and it will always be so. It is the spirit

of the competition and dedication to the game that makes this strange marriage between the team and the fans possible.

When I was home for Christmas, I was expecting the level of Packer enthusiasm to be much greater than here in Patriots country. I was in for a shock as to the degree to which some will go to display their love of all things Packer. The mall was a scary place to go: hordes of middle-aged women in big puffy Packer jackets or Brett Favre jerseys swarming the overpriced Packer merchandise stands in the middle of the mall was not an uncommon sight. Entire families with Packer jackets, hats, and sweatshirts were getting into mini-vans with Packer bumper stickers and window ornaments. It wasn't until I saw the stick-on Packer flags designed to look like those on the limousines of foreign diplomats that I became really frightened.

I slowly began to understand how this rabid fan thing works: To own a t-shirt, sweatshirt, or baseball hat is the norm, the least a fan could do. From there the diversity of Packer merchandise only skyrockets, in price and variety. You want a Packer crock pot? \$20 and it's yours. A dark



green shower curtain with the familiar 'G' screen-printed in white can be yours for a mere \$35. Buttons, banners, stuffed bears, sheets, towels, mugs, shot glasses, playing cards, blankets, ties (in both silk and yellow foam cheese styles), and jackets are really not that unusual. It was the Packers temporary tattoos in bathroom vending machines (no Packer condoms could be located), the helmet-shaped, green and gold riding lawn mower, and the cheese slicers with the "G" burned into the wood that made me start to wonder. Is there anything that doesn't come with green and gold stripes?

Apparently not. I found an add in the newspaper for a limited edition Dodge Packerland Neon: "Show support for our favorite team with these specially colored Dodge Neons. Both the Coupe and Sedan are painted an eye-catching emerald green with special gold trim." There are only 400 of these cars, and they're only available from your Packerland Dodge dealer, so you better run. They say you are a Packer fan from birth to

death and that appears to be true: babies at the Green Bay hospital receive green and gold knit hats instead of the obligatory pink and blue. One Ladysmith couple, the wife a devoted Cheesehead, the husband a Cowboys fan, made a bet on whose team would have the better win-loss record; the prize was choosing the name of their expected child. Say hello to Packer Makinia, folks.

*Last winter in  
Superior, a man  
flying his plane  
following a game ...  
although he broke  
both legs in [a plane]  
crash, the foam  
Cheesehead is credited  
with saving his life*

Last winter in Superior, a man flying his plane following a game began to have troubles and was heading for a crash landing. Desperate times call for desperate measures, and the unidentified Packer fan donned his foam Cheesehead just in time: although he broke both legs in the crash, the foam Cheesehead is credited with saving his life. Fans who aren't so fortunate and are headed for that Packer game in the sky can be buried in green and gold painted coffins. Seriously. The coffins are made in Janesville and come in every team color except those of the Dallas Cowboys. The mania doesn't end there: people sneak into Lambeau field and spread the ashes of their loved ones on the end zone. It's rumored that even God is a Packers fan. Given that, I assume he won't mind the altering of the Lord's Prayer/the 'Our Father', which goes a little something like this: "Our Favre who art in Lambeau, hallowed be thine arm, the bowl will come, it will be won, in New Orleans as it is in Lambeau. Give us this Sunday our weekly win, and give us many touchdown passes, but do not let others pass against us. Lead us not into frustration, but deliver us to Bourbon Street, for thine is the MVP, the best of the NFC, and the glory of the Cheeseheads, now and forever. Go get 'em."

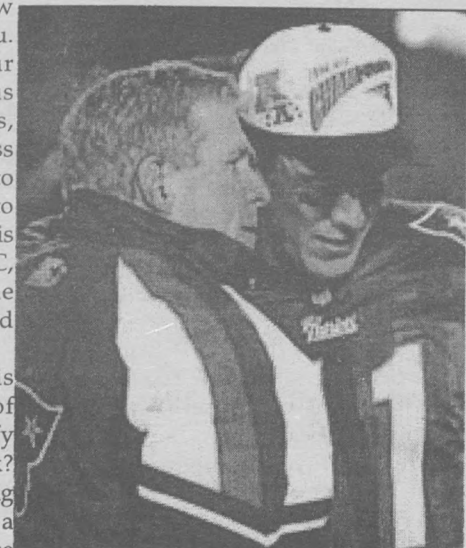
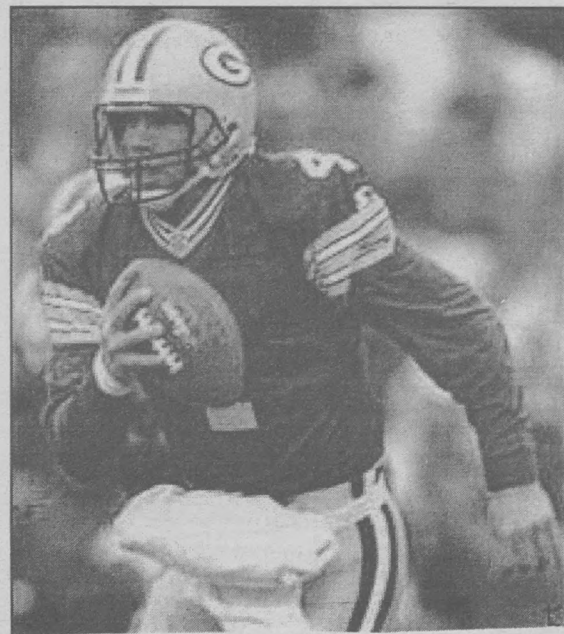
What has led this unknown person of questionable sanity to deify the Packers' quarterback? This is Wisconsin I'm talking about, and take it from a native, there isn't much else

to do. I would venture to guess that those Wisconsinites who don't leave the state very often don't realize that they are the source of so much laughter to others. That is precisely why I think this is so cool. That a large percentage of the population can find unity and commonality in the mere idea of this football team is amazing. Forty-year-old men will wear bricks of foam cheese on their heads, go shirtless in sub-zero weather, or build snow sculptures of football helmets and paint them with the traditional green and gold to show their devotion to something larger than themselves. When beloved player Reggie White's church was burned to the ground in Knoxville, TN, volunteers from Wisconsin traveled to help rebuild it, while others donated more than \$200,000 to help the cause. I don't think these things would happen in the overly-cynical, fast-paced East Coast.

What non-Wisconsinites may not realize is the degree to which some of this is also the ability to laugh at oneself. When I wear my Packer shirt and put my can of pop into my cheese wedge-shaped can holder, it is more of an homage to the idea of the team rather than pure fan worship. Over the holidays, my family was in a bar in a small town not too far from Eau Claire, and per usual, the bar sold Packer t-shirts and had framed pictures of Packer players in action. The waitress herself was sporting a team sweatshirt. My father asked her, in his typical smart-ass way, why she liked the Packers so much. Her reply came in a voice not unlike that of Marge Gunderson, the sheriff from the movie *Fargo*: "Oh, I don't know....but I sure love those Packers"

**Tuna, Beldsoe,  
Victory. Nuff'  
said.**

In Farve they trust





# Guide for prospective philosophy majors

by Jeremy Brenningstall

When I asked a friend what he thought the required courses should be at Bates. He said, "Only two. Shakespeare and the American Revolution." While I am sympathetic, not desiring to get shot I will not propose the same. However, for those dismayed by the new proposed requirements, here is what I believe to be an essential piece of information.

The philosophy major's guide to fulfilling the new requirements:

## First-year Seminar:

F-YS 166. Studies in Becoming a Self.

or

F-YS 188 Dreams, Imaginings and Other Realities.

A pair of courses on the physical character of life, matter, and/or energy:

Philosophy 211. Philosophy of Science

Philosophy 323. Topics in Metaphysics and Epistemology or Philosophy s26. Biomedical Ethics

## Mathematical theory as a central focus:

Philosophy 195. Introduction to Logic.

## Fine Arts:

Philosophy 241. Philosophy of Art.

## Close reading in two different departments:

Any course. and Religion 260. Philosophy of Religion.

## Behavior:

Philosophy 256. Moral Principles.

## Human cultures inside U.S.:

Philosophy s23. Environmental Ethics.

## Human cultures outside the U.S.:

Philosophy 271. Greek Philosophy.

## Two courses in a foreign language:

Philosophy 258. Philosophy of Law.

or

Philosophy 274. Phenomenology and Existentialism.

or

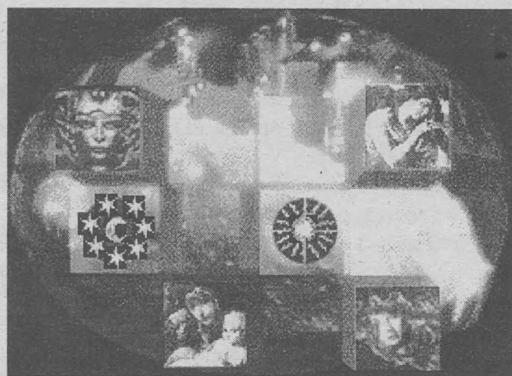
Philosophy 325. Seminar in Meta-Ethics.

or

Philosophy s27. Hyperwriting

or

Any course.



Richard Shand @ Whimsy.com - 1/23/97

# Student input in EPC

by Shawn P. O'Leary

On Tuesday afternoon I attended the Educational Policy Committee's Open Forum regarding their proposed changes to the general education requirements. Points made at the meeting presented a broad view of student opinion, much of which centered around the foreign language, math, and science requirements. On the whole it appeared that the students felt there was a need for changes to be made, but specific requirements in focused areas of the curriculum may be overbearing.

Personally, I agree that the college should mandate that students, in accordance with a liberal arts education, complete courses in a few general fields outside of their major to achieve a diploma. I also feel that a line may be drawn between a balanced background and overzealous restriction of a student's personal liberty in choosing to take or avoid particular classes. The very reason that I chose to attend Bates was that I felt it offered a varied curriculum and that the college allowed students to freely experience the many courses within that curriculum.

My major point of contention with the proposed plan is the requirement that every student complete two semesters of study in a foreign language. Personally, I studied a foreign language in both high school and elementary school. The memories of laboring away at a subject in which I was making little progress still resides in the dark recesses of my mind (along with my contempt for country music and the short period of time that I sported a crew cut). My point is that mandating students to take classes they know they dislike and will not do well in is counterproductive to the true purpose of education, because they will come away without any net benefit or gain from taking the class.

If I were to be required to study a foreign language at Bates I would almost certainly put it aside until my senior year, and then take the class merely filling a seat, devoid of interest and bitter about the entire sham. Simply put, it is a waste of time for professors, T.A.s, and genuinely interested students to force students who will not give their all into the foreign language classes. Furthermore, if I were to enroll during my senior year, I would almost certainly enter a large class that few first year students might be able to enter. Therefore, by enrolling in a course where I am not interested in furthering my education in the subject, I am essentially preventing a student with a true interest in the major from entering the department (much like the present situation with Psychology 101).

Every student at this institution came here for the benefits of a liberal arts education. Therefore it is a rather insulting assumption that the students will somehow abandon the principles of liberal arts once they enter the college, unless the courses are declared mandatory. The proposed plan, as it is currently configured, presents a conceptualization of liberal arts in accordance with what the EPC considers to be educationally beneficial. I do not share

this vision of a liberal arts education with the EPC, in fact, I feel that any student who chose to attend a liberal arts school will fulfill his/her purpose in attending by enrolling in courses outside their more traditional course load. In doing so, the students are left with the responsibility of pursuing and/or discovering other interests by their own accord, rather than fulfilling requirements prescribed by a small sample of the community.

One comment described sentiments similar to those which I hold as a matter of students simply complaining that they don't want to take more difficult courses, as if to say they are seeking the easy way out. This is not true, and is certainly unfair to many students at Bates because I feel it is the rare exception to the rule that any so called slacker would make it to, and do well at, this college. Also, after twelve years of solid predetermined education, it is certainly reasonable that any student paying roughly \$30,000 a year to attend this college should have the right to avoid courses that he/she is not comfortable with or has seen before in high school. It boils down to the fact that

I do not appreciate wasting my tuition dollars on courses that I don't want to take, which in all likelihood may not offer a long lasting educational benefit. Granted, it appears impressive to have a year of a foreign

language or a couple of semesters in cultural diversity on your transcript, but if the student was forced into taking the class he/she may very well have walked away from the course with little more than an academic placebo.

Faculty members on the committee described taking mandatory courses in college and graduate school, often saying that they were surprised at how much they eventually enjoyed the classes. This may be true, but it has been my experience that my feelings towards calculus and physics (which I have taken for the purpose of securing a B.S. in Biology) have not changed in the slightest since I last took the courses in high school. While I feel that these courses are better taught at Bates as opposed to my high school, my personal ability to understand and utilize the concepts of these courses have not changed. While I am not arguing that the B.S. requirements should be abolished, I do contend that not all students will find a mandatory course enjoyable, especially if it is their second time around with it.

In no way should the members of the committee be ostracized for their efforts, as they have undoubtedly devoted much of their time toward improving education at this college. Regardless of the structure of the finalized plan, some students and faculty will not like the new requirements, as it is impossible to please everyone. At the conclusion of the meeting the students were assured that the committee members were hearing what the students had said. So long as the committee is as adept at recalling what was said, and making at least a handful of the suggested modifications, they will have come a long way towards exhibiting an appreciation for student input.

*I feel that a line may be drawn between a balanced background and overzealous restriction of a student's personal liberty*

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# Around Campus

## Top Secret Study Unearthed by Student

Squirrels Fed up with Being Called Cute

Exclusive to the Student:

by Special Correspondent

Hali Brindel

Graphics by Bromley

Unbeknownst to most if not all of the Bates community, a secret state-appointed agency has nearly completed a four year study of wildlife indigenous to and imported into the Bates campus proper. This study has revealed things which some would say are better left unknown, but is it not wrong to ignore such pain because we prefer to think that these others are feeling swell?

The ubiquitous squirrel has been the focus of intensive research which has illuminated previously ignored aspects of these arboreal rodents' complex, conflicting identities. Upon interviewing a diverse cross-section of the squirrel community, the interviewers realized the urgency of debunking certain assumptions about the fuzzy creatures. For example, "Joe" Squirrel (a fictionalized name) is entirely fed up with being referred to as 'cute.' Last week, Joe could be seen

carrying an entire Morning Glory muffin back to his family. "It was so heavy it nearly gave me a hernia!" Joe sputtered, angrily holding back tears, "Not to mention that I nearly gagged on it. And then some chick walks by and says how 'cute' I am. I was ready to spring onto her expensively-coiffed head and dig my teeth into its tender flesh."

Similarly, Joe's neighbor, Tina, deeply resents being thought of as a "happy little squirrel." For Tina

this phrase is chilling because it is a reminder of the year she spent in captivity as a model for Bob Ross, the late, great, tele-artist

*The ubiquitous squirrel has been the focus of intensive research*

and icon. According to Tina, Bob would lure squirrels to him by simply lying in a pile of leaves, putting peanut butter in his famously large hair, and chattering like a wounded baby squirrel. Once caught, Tina learned what it was really like in the horrific underbelly of "The Joy of Painting." "He pumped us full of Ecstasy in order to render us perfect models of giddiness. I try to forget the shame and debauchery he forced upon us. It was like an endless

Rave in Hell, or Lisbon Street!" To this day, the sight of little plastic barrettes on a perky head are enough induce convulsions and dry-heaving in poor Tina. Her tragedy refuses to be one of the past, because she has so come to resent 'happiness' that she wonders if she will ever laugh again. (At this



point, the interviewer wondered whether he shouldn't remind her that squirrels don't laugh.)

Besides these very personal tragedies, as a people, squirrels bear many other burdens. At this time of year, they are especially suffering from the cold, and are constantly lobbying for subsidized heaters and toaster ovens since they are no longer allowed to use open flames on

the Bates campus (but even the squirrels are bored to tears by that issue). Their plight has been ignored because society does not validate the work squirrels perform. Perhaps society should consider that the aesthetically divine rows of trees grew that way precisely because squirrels ate the

acorns which could potentially interfere. What could be more significant work than that? Also, Joe wanted it to be known that squirrels don't run in front of cars out of stupidity. "It is equal parts despair and thrill," he said pensively.

Now let us turn to the ducks and their neighbors in the Puddle, the goldfish. Both sources were unavailable for commentary, as the ducks have gone south and the goldfish are in a hibernatory stupor at the bottom of Lake Andrews.

However, squirrel sources gave us important insight into the tortured existence of these two groups, and into a rivalry between them that can only result in bloodshed.

For years, the ducks have lived peacefully at the puddle. Then goldfish were introduced. At first, relations were harmonious. But then some of the adolescent goldfish started acting up, performing delinquent activities such as "nipping the female ducks in the ass" and "playing horrible, loud

their intense existence.") The activities became more threatening as the fish grew larger and larger, and the ducks (who once felt safe because of their size) did not. The adolescent fish formed a gang called OGGL (pronounced Ogle), which stands for Original Goldfish Gangsters for Life. Feeling put on

the defensive, young ducks formed DUCK, which stands for Diggity Underworld Certifiable

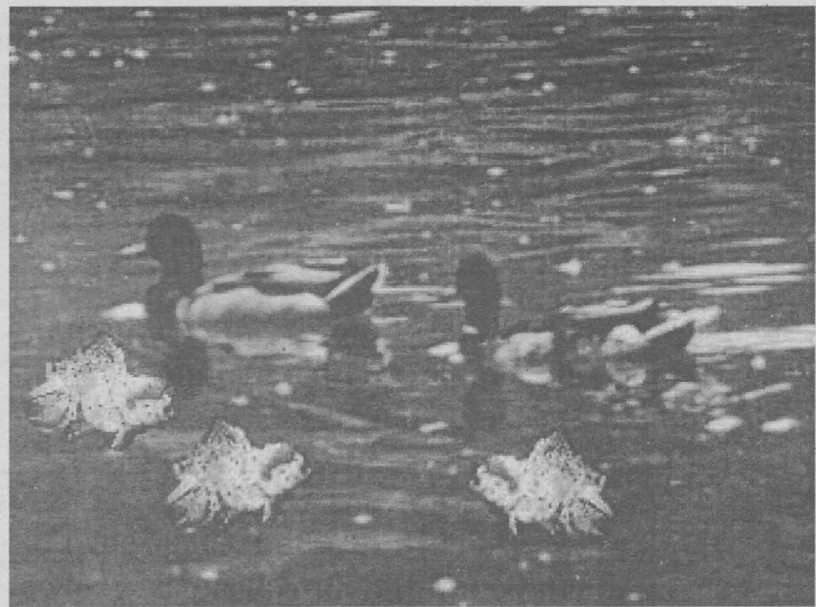
Kings. The squirrels are thankful for the peace of the winter, but they know it won't last forever. In fact, last month he saw some ducks trying to break through the ice in order to catch the fish at their most lethargic and defenseless. No one knows when or how the violence will end.

Hopefully, more extensive research will be done on other groups of wildlife, such as the sea gulls who feel stigmatized and unjustly maligned. Also, an entire

essay which explores the spiritual and political significance of that dog who always wears a coat, or a sweatshirt, or some other protective outerwear. A correspondent to *The Bates Student* on special assignment at the Saint Mary's emergency room saw "Bill" there.

Carrie Jewell, who helped investigate the matter, said of the animal, "I hate that dog. It's sick! It looks like a donkey with poodle fur." Such callousness is not necessarily, but probably, endorsed by *The Bates Student*.

*"I hate that dog. It's sick! It looks like a donkey with poodle fur."*



music." (Let it be noted that all the fish resent and despise the musical group Phish. "We have no use for that hippy-skippy crap. When are people going to get over it?" Our squirrel source recalls them saying this frequently. If anything, "Born Slippy," by Underworld, is a more appropriate anthem for





# Creating a Village

Role Models for  
Girls in Lewiston

by Susan Detwiler

The keynote speaker of the Martin Luther King, Jr. celebration, Charlayne Hunter-Gault, spoke to the importance of education for the youth of America. She cited specifically her upbringing as an African-American girl sharing stories which emphasized how her "village" provided a set of values for her. Her education provided a framework in which the values of the village could be enforced.

As I interpreted her remarks, I came to see education to have a variety of meanings. For me, it included the necessity to encourage and empower children to make positive life decisions even outside of the classroom. This idea of life education lends itself to an inclusion of the discussion, "Role Models for the Girl-Child in Lewiston," which Linda Johnson and I led for the MLK celebration.

This discussion was focused on our past work for with Girl Scout Troop 195 in Lewiston and the upcoming mentor program with Longley Elementary School and MacMahon Elementary School. As Linda and I have had experience working with girls in the Girl Scout setting in resident camps and then in troop settings, we felt that positive self-representation is critical to the development of girls in our society. Therefore

in organizing both the projects, we emphasized personal connections between the girls and the role models as a means of empowering the girl. Through spending time together while visiting an art museum, the historical society, a basketball game, it is our goal that the girls will be exposed to new activities but more importantly that they will continue to build positive self-images.

At times all of this seems like a lot of jargon, but in reality I have seen it work small wonders. Last summer, Missy, age 10, started a two week session at Camp Chenoa Girl Scout Camp afraid to enter the water. After two weeks of encouragement and the opportunity to make decisions for herself, she left camp blowing bubbles and kicking across the shallow end. Maybe this seems like a small accomplishment but I doubt that she feels like it is. In a sense, Missy shows the positive motivation for our projects with young girls in Lewiston.

Unfortunately, not all our motivation came from success stories. We know the conflicting messages girls receive from society at large. In recent years both the AAUW (American Association of University Women) and the United Na-

tions have done significant research concerning the self-image of young females. The AAUW's report "How Schools Shortchange Girls" points out that in the classroom, while girls are more likely to be reprimanded for calling out

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small wonders*

a response, boys are eight times as likely to be called on; even on written papers boys receive comments of praise and constructive criticism, while girls receive comments of acceptance. The implications of this are such that girls "learn helplessness." Girls feel that their academic success can be attributed to luck while boys attribute theirs to a sense of mastery of a subject.

The UN also recognized the negative effects of the messages girls receive from our institutions. Their Platform of Action from the UN's Fourth World Conference on Women called for the implementation of programs which helped to build positive self-image. We hope that our programs in some way achieved the suggestions of the UN. We found that through our discussion during the MLK day celebrations that there are many people dedicated to the ideal of providing positive role models for girls. Thanks to their contributions to the our projects, we now have new ways of envisioning the mentoring program. In the process of founding our "village," we are hopeful that these projects will have a positive effect for both the elementary girls and the Bates women.

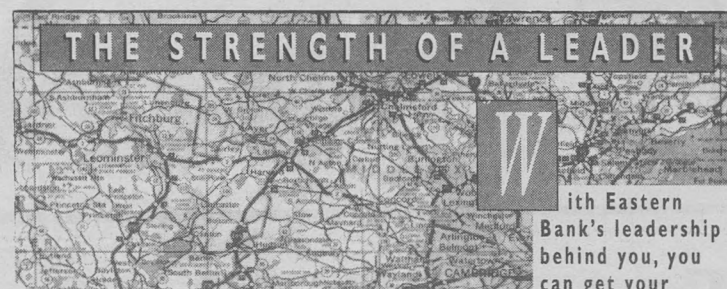
*Positive self-  
representation is  
critical to the  
development of girls  
in our society*

## Attention Seniors:

Come Visit Your Future "Home" —  
The Bates College Alumni House!

Drop by and see our new digs! Please join us  
for dessert, coffee and good cheer.

Your Hosts: Bates College Alumni Council  
Date: Friday, January 24, 6:30 pm - 7:30 pm  
Place: Alumni House, 67 Campus Avenue  
(across from the Muskie Archives)



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### The Around Campus Bob Dylan

#### Quote of the week:

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wanna hear it  
You see, I just lost all my picnic  
spirit  
Stay in my kitchen  
Have a picnic in my bathroom



Chris Lau  
still plays  
Solid Gold  
on Thursday  
mornings  
from 3 to 6, but it is the  
unanimous opinion of  
the learned editors of  
the *Student* that he  
should not plan on a  
singing career. Chris...  
keep the discs spinning  
and your mouth shut.

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# The Arts

Friday, January 24, 1997

## Two exhibits usher in new season at museum

by Kirsten McKeown

The Museum of Art, at the Olin Arts Center, is currently exhibiting three exceptional shows, all of which will be on display until late March. As part of the Museum's ongoing tenth anniversary celebration, the upper gallery is showcasing "Photographs: German Sites," a collection of works by Elke Morris, Professor of Art at Bates. "Contemporary Women Printmakers," as well as "Making Japanese Color Woodcuts," are located in the building's lower gallery.

Upon entering the museum, Morris' large black and white photographs command attention. The subjects of her works, all of which were taken in Germany from 1989 to 1996, reveal the German-born artist's past.

Assistant Curator Anthony Shostak says Morris' work "is playing with the idea of memory... sort of recording bits in a sociological way." For example, one of the museum walls features documentary-style portraits of German women standing beside cabinets in their living rooms. Morris says of this series, "I don't like to look at them so much as portraits, but as a typology—a way of cataloging people in regards to

seriality." Another series is made of many framed photographs taken at a dinner party. "What I like to do with my photographs is to be able to see and understand things in a personal, historic, and photographic way," she added.

A striking part of the exhibit is a series of photographs that are tied to German history and identity. These photographs are angled, specifically focused close-

ups of domestic interiors—chairs, rugs, and tables. Under the works in bold, red handwriting are beautiful and touching German passages that describe pieces of Morris' memory.

"I knew those photographs would go with text," said Morris. About six

months after taking the photographs she wrote the text. She describes it as part of the "fragmentation of knowledge of the past." The fragmentation that the photographs convey is an example of what Morris explains as our "limited capability to understand the present and the past." Her works also have the ability to quickly transcend the barriers between her experiences, and the personal experiences of her audience. "We all have our own reality," she explains.

*'What I like to do with my photographs is to be able to see and understand things in a personal, historic, and photographic way.'*

**-Elke Morris,  
Photographer**



"Jan Hendrik and Maren, Germany, 1996" is one in a series of photos featured in "Photographs: German Sites," a collection of works by Elke Morris currently on display at the Museum of Art.

Photo courtesy College Relations.

"Making Japanese Color Woodcuts," the other new exhibit at the Museum, offers a very rare glimpse into the world of Japanese printmaking. This show, curated by Tracey Guillerault '97, features key-block prints donated by Weston and Mary Naef. The exhibit offers visitors a detailed, step-by-step historical presentation of Uki-e printmaking, which was popular in Japan from 1600-1868. Guillerault, who researched and organized the prints, explains, "the way it is arranged, it is an educational exhibit."

Uki-e prints were popular primarily in Japanese urban society, but were considered crude works by the bourgeois Japanese culture. Due to their inferior reputation among members of high society, the proof prints like those in the Naef gift, "normally didn't survive the printing process," said Guillerault. Additionally, during the period of Japan's Shogun governments, Uki-e prints were often censored due to their political nature.

The name Uki-e literally

means "depictions of popular enjoyments of everyday life," according to Guillerault. The prints on display feature Kabuki theater stars, Shogun history, sumo wrestlers, erotica, domestic scenes, and landscapes. Colorful prints of dragons, lobsters, and ships are particularly fascinating. Some of the prints, such as one done by Kunisada, depicting a woman searching in the bottom of a well for her lost love, even include poetry.

Two guest lecturers are scheduled to speak in association with the current Japanese art exhibit. On February 27th, Elizabeth Leslie will speak on her career as a conservator of art. Her talk should be of interest to students who are considering pursuing careers in the arts or in sciences related to conservation. Shostak describes art conservation as a field in which "science and studio art come together [and] that is the whole idea behind the liberal arts." The following night, February 28th, Roger Keyes, a scholar of Japanese art, will speak on the significance of

the museum's current exhibit.

The Museum of Art's third, smaller exhibit, "Contemporary Women Printmakers," features prints on loan from private collectors, as well as prints from the museum's permanent collection. This exhibit is an examination of gender and expression through art curated by Susannah Shaw '96.

"A high percentage of artists on the cutting edge are women," says Shostak. Gender, as it is represented by the women in this series, reveals a variety of experiences and artistic backgrounds. The exhibit features prints of cityscapes, handmade papers, and human forms among other things.

The Museum of Art is open Tuesday through Saturday, 10 p.m.-5 p.m. and Sundays from 1 p.m.-5 p.m. For more information on these and other exhibits, as well as upcoming talks and programs, call 786-6158.



Matt Bromley graphic.



# Film theses interpret and document in new ways

by Melissa Young

A Rhetoric major and an English major—two people who together have joined forces to create one thesis. Alex Sann '97 (English) and Ashley Hooker '97 (Rhetoric) are currently producing a film thesis based on the poetry of William Carlos Williams, a man regarded by many as the father of modern poetry, for the way in which he broke the traditional rules of poetry.

Sann and Hooker's unconventional thesis began last semester as an independent study with Professor Robert Farnsworth, of the English department, with assistance from Robert Branham, Professor of Rhetoric. Both students wanted to do something creative and came up with a poetry film as their idea. However, in order to transform their idea into reality, they first had to draw up a proposal and submit it to various members of the college administration. Once their idea received the necessary approval, Sann and Hooker were able to begin work on their film, which involved choosing six poems to use, and spending a lot of time analyzing the poetry for meaning and context. Attempting to stay away from literal translations of the poetry being studied, they worked to come up with an analysis that would be more creative, and in doing so began to think of Williams as a poet-turned-artist, rather than simply a poet. After feeling confident with what they had talked about, Sann and Hooker starting the process of free thinking and came up with some images in Lewiston that would go with their general theme.

Initially, they found that translating the words of Williams into moving pictures made the story seem a bit disjointed. The film they were creating seemed almost like a "big poetry music video," something the two of them

wanted to stay away from, says Sann. But after some more brainstorming and discussion amongst themselves, the theme of the film turned more general, allowing them to document reality and change it into art: the transformation they were hoping to achieve.

Interestingly, this is only the second time in the history of



Mike Yecies, '96

Amanda Hinnant photo.

college that a film thesis has been a non-documentary film. The finished product will be between five and ten minutes long and will feature sophomore Christoph Stutts as the main character. Other people featured in the film will be Joline Froton, who works in the bookstore, as well as the children of some Bates faculty members. Filming is scheduled to begin next week, the week of January 26th, and should last about a week, according to the filmmakers. It will be shot mostly at different locations in Lewiston, as well as Sann's off-campus apartment. Both are still in need of help with the filming, so anyone interested should contact them as soon as possible. Alex Sann can be reached at 777-7144, and Ashley Hooker at 782-5309. It

should also be noted that no prior experience in film documentation is necessary.

Unfortunately, Sann and Hooker have been unable to receive any funding for their project thus far. In an effort to raise money for expenses they will incur, the two held a party several weeks ago, but did not earn enough to cover the current estimated costs of production. Hooker and Sann are still applying for grants, however, and in the end hope to receive some financial aid.

After the completion of the actual filming, the rest of the semester will be devoted to editing, carefully selecting the right music for the piece, and adding in words, along with a host of other activities that will need to be performed before the finished product will be ready for an official screening. When the film is finally ready, Sann and Hooker plan to hold a campus-wide screening fulfilling a part of the requirement for their thesis grade in the process.

Another rhetoric major, Michael Yecies '97, is also working on a film thesis documentary at the moment. His, however, deals with the subject of welfare in Lewiston. In his examination of how the system affects the Lewiston community as a whole, Yecies is also incorporating Bates College and the role it plays.

Along with his thesis advisor, Professor of Rhetoric Robert Branham, Yecies conducted some

research last semester, but a great deal remains to be done at this point. He plans to carry out the majority of his research this semester, as he gathers information from interviews, archival film footage, and footage of his own. If funds

*A documentary film tells a story through film clips and various pieces of footage by combining these things with a series of interviews and other outside sources.*

allow, Yecies will also hopefully utilize several different formats of film, ranging from 16mm film footage to broadcast quality.

A documentary film tells a story through film clips and various pieces of footage, by combining these things with a series of interviews and the use of other out-

Yecies will film within the Bates and Lewiston communities and will focus more on the myth of welfare and the creation of this myth, than on typical media portrayals of the system. In addition, he is hopeful that the Bates community will realize that there are a lot of great resources available to anyone who is interested in producing a film.

"People could put out whatever they wanted," says Yecies, emphasizing that many critically-acclaimed films throughout the world have been produced by independent filmmakers who had to work on very limited budgets.

"There are a lot of incredibly talented people who rely on the college circuit to promote their films," he added, noting, however, that Bates does not have an outlet for such films as of yet.

"Students could be producing quality programming at Bates," through the use of independent funds or through BCTV, said Yecies. An extensive amount of equipment is also available for student utilization.

Filming for Yecies thesis has already begun on a small scale and will hopefully be finished by the third week of February. The Bates community should be able to

watch his completed documentary sometime towards the end of the semester.



Alex Sann '97 and Ashley Hooker '97

Amanda Hinnant photo.

side sources. It is something that truly comes together at the end, unlike the film Sann and Hooker are currently creating, which is more scripted and has been thought out from the beginning.

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# Arts Calendar

## Bates College

**Saturday, Jan. 25**

*Contradance:* Performers TBA. Chase Hall Lounge, 8:30 p.m. Admission: \$4/\$2.

**Tuesday, Jan. 28**

*Noonday Concert Series:* Performers TBA.

## State of Maine

**Friday, Jan. 24**

*Play:* "Shirley Valentine" will be performed at The Public Theatre Friday and Saturday at 8 p.m. and Sunday at 2 p.m. Written by Willy Russell, "Shirley Valentine" explores a mid-life crisis of comic proportions, for which it won the prestigious Lawrence Olivier Award for Best Comedy. The Public Theatre is located at the corner of Lisbon and Maple Sts. in Lewiston. Tickets are \$12.50 for adults, \$10 for students. For more information, call 782-3200.

*Play:* "Dracula," by Hamilton Deane and John Balderston, will be performed at the Community Little Theatre Friday and Saturday at 8 p.m. The performance will be presented at the Great Falls School Performing Arts Center on Academy Street in Auburn. Tickets are \$10 for adults, \$8 for students. Call 795-5853 for more information.

**Saturday, Jan. 25**

*Magic Performance:* "A Time for Magic," with Bruce Mackenzie-Johnson, is a Broadway-inspired show which combines magic, comedy, juggling, mime, and improvisation. Saturday and Sunday at 2 p.m. at the Oak Street Theatre, 92 Oak Street, Portland. Tickets are \$5 each. Call 775-5103 for more information on this and other events.

**Monday, Jan. 27**

*Poetry Series:* Open poetry readings will be held at the Oak Street Theatre in Portland. Hosted by Steve Luttrell of *Cafe Review* magazine, the monthly readings begin at 8 p.m. and are free. Those interested in reading should be there at 7:30 p.m. to sign up for a five-minute slot.

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# For Irish rock, it's Black 47

by Christopher Williams

Someone once said that if you crossed the Sex Pistols with the Chieftains, you'd get the Pogues. And I suppose that if the Pogues were deported to the Bronx, they'd face stiff competition from Black 47 as the kings of Irish pub rock. Of course, what makes a band great isn't how much they sound like another great band, it's how well they create a sound of their own. And Black 47 doesn't seem to be following any calcified format with their fourth LP, *Green Suede Shoes*.

As Irish rock bands go, Black 47 certainly isn't the most Irish, musically speaking. Lead singer Larry Kirwin has justified the band's legitimacy in the genre by stating merely, "I'm from Ireland. I wrote the song. That makes it Irish." He and Chris Byrne, who together formed the band in 1989, seem to be dedicated to pushing the limits of Irish sound and then throwing it in the faces of both lovers of 'alternative' (read: stale) rock and followers of traditional Celtic music. And they appear to be succeeding, altering even their usual take on music on this album.

Even the cover art for *Green Suede Shoes* seems to be a departure for them. Where are the broken shackles of oppression? Where's the fire of freedom lighting up the New York sky? Instead of these characteristically Black 47 images, we are given a cartoon of some chap sporting tweed pants and green brogues along with a guitar case that has obviously seen a good portion of this world. What gives?

Apparently, Black 47 has decided to give its listening audience a musical tour of the world, jaunting from Hoboken, to Czecho-

slovakia, to Vietnam, and of course to New York City and Ireland as well. By eschewing a fair amount of their political agenda, Black 47 has given us a globetrotting adventure. And a fun adventure it is. The only danger with a band like this is that it's too easy to get ensnared in its politics and colorful story and to lose track of the music itself. So let's ask the big three questions: does this album rock? Yeah! Is it their best album? No... I wouldn't take it that far. Is it better than 99% of the stuff polluting the commercial airwaves and getting far too much exposure on MTV? Hell, yeah!

About the second sound we hear on the album is David

*A choice between  
this album and the  
latest from No Doubt  
ain't no choice at all.  
Any intelligent lover  
of music can do far  
worse than Black 47.*

Letterman introducing them and telling them, "You guys are going to be huge." Thus begins the title track, "Green Suede Shoes," a pseudo-autobiographical recollection of their gigs. Dumb? Sure. A riot? You betcha. And if you hated that, you'll hate "Czechoslovakia," a silly ballad concerning circumventing American naturalization laws for the sake of an exuberant capitalist lass in the depth of pre-Glasnost Eastern Europe. Pure fun.

This is not to say that this album is a collection of vapid songs centered on debauchery and

inebriation. No, the Pogues have long had that base covered. Black 47 still has the fire burning in them, as evidenced by tracks like "Bobby Sands, MP," the story of a true fighter in the struggle for Irish independence, not some mad IRA provo terrorist. For all the talk about Ireland, however, to these guys New York remains home, as evidenced in tracks "Brooklyn Girls," and "Forty Deuce." And even if the lyrics get a bit banal, as in "My Love is in New York," the music keeps it going. Perhaps the most haunting song on the album is "Mo Bhrón," sung in Gaelic over a really ambient, spacey background. It's remarkably good and wholly unlike anything else on the album. About the only musical fault I can find with *Green Suede Shoes* is "Walk All the Days," in which the band attempts to set up a reggae backbeat. Sorry guys, you deserve an A for effort, but a big fat X in the "needs improvement" column on this one. Still, one dud in fifteen tracks isn't all that bad.

Now it all boils down to this one scenario: you've got fifteen bucks burning a hole in your pocket... should you buy this album? Sure. If you've already got *Home of the Brave*, and the Pogues' *Rum, Sodomy and the Lash*. But, to swipe a line from Mr. White, a choice between this album and the latest from No Doubt, ain't no choice at all. Any intelligent lover of music can do far worse than Black 47. So your humble music connoisseur recommends cracking open a can of Guinness (letting the widget do its thing), taking in the sounds of *Green Suede Shoes*, and attempting to dance a jig around your room while trying not to accrue any more dorm damage. Or step on anyone's green suede shoes.



The New York-based Irish rock band, Black 47, recently released its fourth LP, *Green Suede Shoes*.

Photo courtesy Mercury Records.



## It's a real quote, see the Bates Web Page if you don't Believe Me

by Josh Myles

Newspapers and sports editors go together like peanut butter and bacon. Standing alone, they're okay, but when you put them together the result is fabulous. Right now, the newspaper exists, you're reading it obviously, and I know that there's a sports editor out there. Unfortunately, at this juncture, the two have failed to come together, and the result is that the managing editor is forced to oversee the sports section. Now, I've been known to be a bit lazy at times, and well, this is one of those times. In an attempt to encapsulate all that was sports the week of January 12-19, 1997, I've decided to write one thoroughly engrossing and entertaining summary of the Bobcats in action. The result is two-pronged; I'll probably never get the chance to write again, and hopefully someone will come forward and apply to be sports editor. But until that time, you get what you deserve ... apathy deserves punishment, and here is yours.

The swim team debuted the highly anticipated, soon to be platinum cheer, "Academia Macadamia."

Basketball played a number of games last week, so we'll start with that sport. Now, you have to take into account that I only went to one game, the men's loss to Hamilton, so everything else I write about is from press releases, box scores and my imagination, so bear with me.

When the 6-1 Continentals of Hamilton arrived on Saturday night to face the 2-6 men's team, the possibility of a blowout was there. Led by sophomore Michael Schantz, Hamilton had been playing quite well, and was facing a Bobcat team that was coming off a sloppy, yet victorious game against Suffolk, home of the point guard who continuously kept calling out, foooooorrrr, not four. Perhaps that's why they lost, they couldn't understand him? But I digress. Hamilton jumped out to a quick 7-0 lead and things looked ominous for the Bobcats. However, Bates quickly scored a few points and by the end of the half had started to nip at the heels of the Continentals. But that was as close as the 'Cats would get, and they trailed at halftime 49-41.

In the second half, Bates played sensationally at times, making the

key open shots, hustling down court, and grabbing rebounds as if they had big "take me" signs on them. Okay so I am imagining a bit, but the truth isn't so far from the reality. Fans were yelling like crazy, including my personal favorite, in response to a poor call, "Bullshit," and were obviously annoying the Hamilton women's team behind me so much that the next day they got trounced by Bates, 88-55. Once again, I stray from the action at hand.

In the closing minutes of the game, the score was close, very close (I don't know how close since I didn't think I would be writing this article and hence didn't take notes), but just when it appeared that Bates would draw even, they wouldn't.

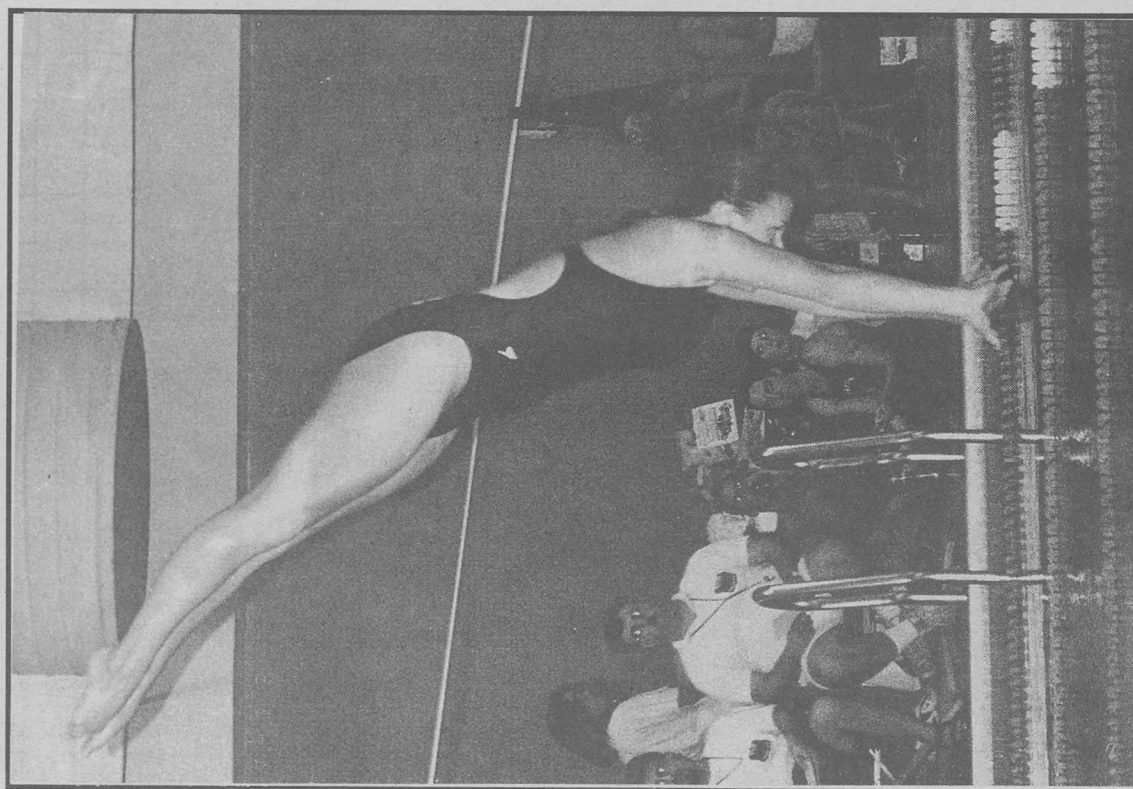
It came down to 6.2 seconds on the clock and Bates trailing 93-90. Hamilton, the crowd and even your grandmother all expected senior Matt Garvey to take the final shot. Unable to get off a shot, Garvey passed to a wide open Ryan Emerson '00 who sank a three-pointer and sent the game into overtime.

However, needing another miraculous three-pointer to send the game into double overtime, Garvey had the ball knocked away at halfcourt and time ran out. Garvey ended up leading all scorers by taking 43 shots and scoring a Bates record 48 points. Mike Marsh '97 scored 27 points for the Bobcats, and Michael Schantz '99 led Hamilton with 31 points.

In the other men's game, played on Sunday, Bates lost 97-88 to the Thoroughbreds of Skidmore. Matt Garvey poured in 30 points and became Bates' all-time leading scorer with 1,608 points.

After a long narrative such as that one, it would be expected that the same would follow for all other sports, especially for the 10-2 women's basketball team. This should be the case, but I did not attend any other events, and must now revert to statistics and press releases. This should make you angry, angry enough to apply to be Sports Editor.

The women's team has been on a streak of late, actually they've been real damn good, winning six consecutive games heading into action this week. The Bobcats have been led by Sarah Bonkovsky '97, who surpassed the all-time scoring mark of 1,166 against New England College. In that game Bates set an all time scoring mark against the overmatched Pilgrims in their 114-46 blowout victory. The Bobcats jumped out to an early 12-0 lead and never were seriously challenged as NEC had trouble break-



Butterfly, backstroke, breastroke, free...hope the pool's not full of pee.

Pat Serengulian photo

ing the Bobcats' relentless full court press. Amy Taylor '99 scored 25 points in a mere 22 minutes of action to lead the 'Cats in scoring. The Bobcats' next two games were a bit closer, but the outcome was the same as Bates defeated Hamilton 88-55 and Skidmore 82-67.

Against Hamilton, Bates used a 26-6 run over the final 8 minutes of the first half to put the game out of reach of the Continentals. Colleen McGrave '99 played well, scoring 10 points to go with 13 steals. Once again Amy Taylor '99 led the Bobcats with 27 points, including a record five 3-pointers. These two fine performances resulted in Taylor being named NEWBA Player of the Week, NESCAC Co-Player of the Week, and she was also named to the ECAC Honor Roll.

In the Skidmore game, the Bobcats had a balanced scoring attack as five players recorded double digits in scoring, led by first year Melissa Lapointe's 16 points, a career high. Bonkovsky recorded 15 points, as did Jolene Thurston '00.

In other sports action this week, the men's hockey team defeated CMTC, lost to UNH and MIT, and tied PCU. I would have scores to go with these results, but my hockey playing source was unable to remember the "exact numbers." I'll have to work on my sources.

The ultimate frisbee team has hit the weight room for the winter months in an attempt to "intimidate the crap out of the other team. We figure we're better than them, why not scare them too," says a source close to the team. The team is in

the process of trying to play in a few outdoor tournaments, in order to show off their muscles in the snow, not wanting to wait until the daffodils appear.

The swim team debuted the highly anticipated, soon to be platinum cheer, "Academia Macadamia" at their first home meet this weekend past against Babson, and the result was that I couldn't really understand what they were saying. In a battle of two schools that begin with the letter B, and also have B mascots, the Bates Bobcats and Babson Beavers bought bags of brown bananas for Bonzo. In the process Bates men and women both won, 126-115 and 123-85.

The ski team competed in the UNH Carnival and placed sixth out of thirteen teams, led by the cross country skiers' fourth and fifth

According to The Week That Was Bates Sports, "33 members of the Bates team scored"

place finishes by the men's and women's team.

The squash teams did really well as the men won three matches at the Bowdoin Invitational, held at, you guessed it ... West Point (this is the truth). The men also defeated Haverford, from Haverford and the women won seven of eight matches, including six of seven at the Williams Invitational.

The men's indoor track team,

placed first in the Bates Quad Cup and the women placed second out of six teams, falling only to their Polar Bear nemesis at the New England Challenge Cup held at Bowdoin.

In Brunswick, the Bobcats had a fine meet in which Adelia Myrick provisionally qualified for the Division III National Championships in the 1500 meters. Another fine performance was turned in by one of my co-JA's (I have one, but since I live in Frye House with only 2 freshmen centers, the other JA is sort of mine too) Abigail Phelps '98, who won the 3000 meter race.

At the Quad Cup, Bates once again dominated the throwing events, so much that by the end, Bobcats were heaving fellow competitors 50 feet just to make the meet challenging. In all seriousness, The Bobcats had a fine meet, so fine in fact that according to The Week That was Bates Sports, "33 members of the Bates team scored." Now, I heard that people were getting hooked up at the dance later that night, but this statistic is amazing.

On that note, hopefully one of you souls out there will be sports editor next week, thus saving me the embarrassment, and you the pain of reading my drivel once again. But until then, go to lots of sporting events, support the Bobcats and above all else, WRITE FOR THE STUDENT!



# Question on the Quad

## Coatroom Edition

What did you see in last week's staff editorial?



"A mask with horns, like a zebra. . .  
No, zebras don't have horns."

-Bruce Lambert '97



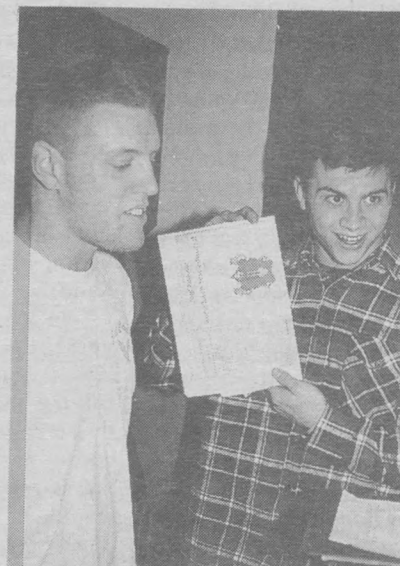
"Female genitalia."

-Alice Reagan '97



"A flattened turtle that I stopped  
to help."

-Liam Clarke '98



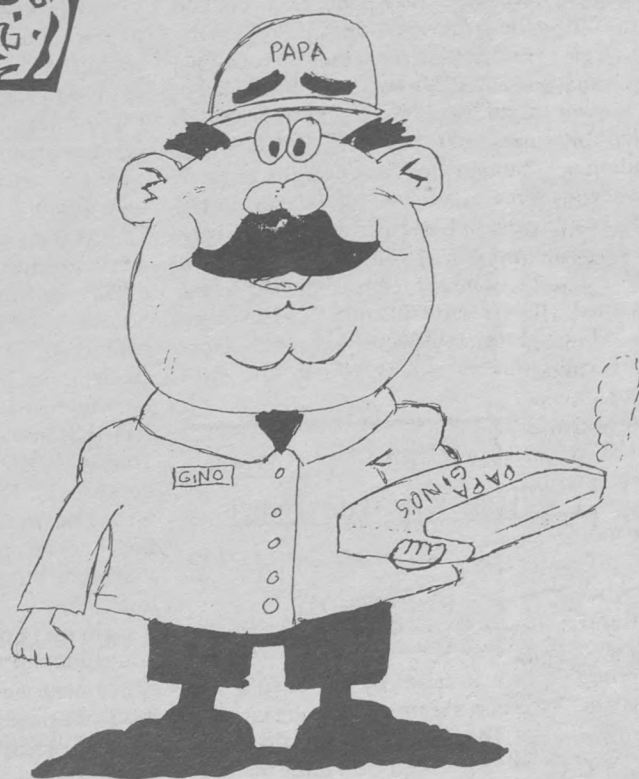
"Art Rea."  
"A charred turkey."

-Derek Werner '97  
-Mike Tricomi '99

Reported by Jeremy Root    Photos by Amanda Hinnant



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